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The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may aid the child to achieve greater levels of competence and some of the views about how the responsibility might be met.

A curriculum is sought to help the young determine which cultural aspects might best perpetuate out democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society.

Through curriculum adaptations cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education, and language teaching. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are listed.

In conjunction with the disadvantaged child, cultural variations in the cultures of the southwest are discussed and the use of a checklist of Reading Skills with Migratory Children is given.

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PROVIDING OPPORTUNITIES FOR DISADVANTAGED

MIGRANT
CULTURALLY DISADVANTAGED
LINGUALLY DISADVANTAGED
CULTURALLY DEPRIVED
TRANSIENT
ALIENATED
EDUCATIONALLY DISADVANTAGED

CHILDREN

One copy in urban collection because of attention to problems faced by cities

**COLORADO
STATE DEPARTMENT
OF EDUCATION**

Byron W. Hansford, Commissioner

Denver · 1964

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PROVIDING OPPORTUNITIES FOR DISADVANTAGED
Migrant - Culturally Disadvantaged
Lingually Disadvantaged - Culturally Deprived
Educationally Disadvantaged
CHILDREN

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1963 Adams State College Migrant Education Workshops

COLORADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner

Office of Instructional Services
Leo P. Black, Assistant Commissioner

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FOREWORD

The Colorado State Department of Education takes pleasure in presenting Providing Opportunities for Disadvantaged Children. This publication was prepared by the participants in the 1963 Adams State College Migrant Education Workshops at Alamosa, Colorado.

The purpose of the publication is to present the thinking of the workshop participants, consultants, and the authors of the works cited, in order to serve as a tentative documentation of progress in the field of education for disadvantaged children. Although broader in scope than a guide concerned only with conditions in Colorado, the Department believes this book will be helpful to everyone in our State concerned with the problems of these children. The book comes at a particularly appropriate time, as groups all over the State increase their efforts to provide improved educational opportunities for all children.

Byron W. Hansford
Commissioner of Education

PREFACE

The major purpose of schooling in any society is to pass on to its members those qualities of its culture it holds important. In the United States today, it is evident that a segment of our people is being wholly or partially missed by this purpose. In our rush to become "Americans" we are leaving ever-increasing segments of people out of this good life we cherish.

These people, and particularly their children, have been called many names and are of many segments of our culture. Major efforts are being made to improve educational opportunities for the children of migrant agricultural workers. Some support from foundations has highlighted efforts to work with educational improvement programs in large urban areas for groups of children in deprived situations. The integration and civil rights movements have focused increased attention on Negro people and the problems of their education. Increased awareness by cultural groups, such as the Spanish-speaking Americans, of their voids in "the American way of life" have moved them to group actions in search of answers to their problems in education. In *Providing Opportunities for Disadvantaged Children*, the term "disadvantaged" is used to represent those children who are in environments which transmit culture behaviors that are inadequate for a full life. Included would be groups classified as migrants, lingually disadvantaged, culturally disadvantaged, culturally deprived, alienated, transient, and educationally deprived children.

The disadvantaged are to be found among many people who have and use only a portion of the complete dominant culture. Some of these people have only a limited folk culture. The disadvantage of partial adequacy is compounded when it represents competency in only a segment of the behavior of another normally complete society.

Folk culture of the Spanish southwest, as represented by many people we call Spanish Americans, Mexican Americans, or Latin Americans, doesn't always match current American society. As such it represents an arrested version of folk culture with many of the positive attributes missing because its development has been outside of the culture from which it came. In addition, these groups of Spanish American culture people are moving into a society which is itself in transition and thus lacking in many relationships contained in their former ways of life.

The Negro culture presents a very confused picture to almost any observer outside the area where Negroes are an influence. Folkways borrowed from the South, as well as newly created cultural patterns, have rendered large segments of the Negro population functionally inadequate. The segregation in the rest of the United States has created problems that require, in a large measure, local effort in their solutions. It appears that, basically, Negroes want respect rather than tolerance. They desire the right to become adaptable to as well as to become compatible with the dominant groups in American culture.

Other groups face similar problems. Various American Indians, Puerto Ricans and newly arrived immigrants represent people striving to join the mainstream of culture in the United States. The degree of ease or difficulty in acculturating to the American societal forms is often influenced by the similarity or lack of similarity of the system of values possessed by the new arrival.

During July and August of 1963, the Center for Cultural Studies at Adams State College, in cooperation with the Colorado State Department of Education, sponsored two in a series of workshops for educators investigating cultural competence in the educational process. Providing Opportunities for Disadvantaged Children is a result of this effort. The culture of the West and Southwest plus knowledge gained in previously sponsored workshops related to the education of the children of migrant agricultural workers and teaching children of so-called Spanish bi-lingual backgrounds, have provided principles of education beneficial to teachers of any disadvantaged child. Other investigation concerning disadvantaged children in large urban areas has also provided material for inclusion in this guide for planning educational programs to promote cultural advantaged.

It might be said that disadvantaged children are "in transit." They and their parents find themselves at the crossroads of American cultures. Negative influences of our culture confuse them as viewed against many of our positive values. The disadvantaged are left out of various subtle procedures used daily by the dominant culture groups. They may "know their way around" in their own culture but haven't learned the expectations of many ways of the major current American life.

The American school system does indoctrinate our culture. As this occurs it is helpful to analyze carefully our current efforts to make our children's lives more pluralistic. All Americans, advantaged and disadvantaged, are in a common struggle to build excellence into their lives so that all may become competent in an ever-changing culture. The coming challenge for educators is to provide disadvantaged children the necessary abilities to blend into the main stream of contemporary culture.

The improvement of education for the disadvantaged, be they culturally, educationally, ethnically, or situationally at a disadvantage, will insure a stronger, more productive and better integrated American with abilities for affirmative performance. It is to this end that the workshop members take this step in providing some guide lines in Providing Opportunities for Disadvantaged Children.

For the workshoppers,
Neil W. Sherman

INTRODUCTION

There is general recognition among Americans that a considerable segment of our population is "culturally disadvantaged." It might also be said that many are "economically disadvantaged" even though per-family abundance of material things is greater now than ever before in the history of any peoples. Certainly, to understand and treat with the problem of "disadvantage" it is necessary for all of us to have some common understandings of what it is we are talking about.

Where is the line between "advantage" and "disadvantage"? What are the standards for comparison? Do the standards relate to quantity, or, to quality? Of what?

Culture, itself is a very inclusive word. When "we" are considering the "culturally disadvantaged" child are we not really thinking of the child who has not developed the knowledges, the understandings, the abilities to adjust his behavior to meet our expectancies?

When the Appalachian foothillers move to Chicago, the "uptown Chicagoans" may scorn some of the practices the new arrivals seem to enjoy--bare feet about the house, "settin' and talkin'" of an evening--instead of more active responses to the activity opportunities of the city. Shoeless feet were acceptable to the economy, the climatic environment, and the every-day social standards of an agri-oriented rural society in the Appalachians; but, in a city with hot pavements, crowded walk areas, and somewhat more sophisticated expectancies covered feet are the norm. Behaviors that are acceptable to one group may not be compatible with the standards of another group.

So the matter of disadvantage is a relative one. In the thinking of most educators a child is considered "culturally disadvantaged" if he is unable to conform to present group expectancies. The disadvantage is compounded if the child continues to show inability to make adjustment to the point where he becomes inconspicuous through his ability to conforming responses.

Views seem to be changing regarding the intelligence capabilities of disadvantaged children. Rather than being victims, by nature, of low intellectual capacity, it well may be that many are victims of low-level environmental nurturing. If the viewing, relationing, and experiencing of a child have been with actions and things prosaic, dull, flat, and unimaginative he can hardly be expected to possess ability or stimulation for applying high valuation or aspiration to anything about him.

What abilities are needed by the child that will allow him to overcome his disadvantages? Primarily, perhaps, he needs to have the basic knowledges and skills of an elementary education plus a developed awareness that will allow him to appraise the expectancies of any social situation that confronts him. With this additional "ability in social analysis" his observations can be applied to value appraisal, followed by decision on how to meet the standards expected by a particular group.

Culturation, itself, is a complex process. Every experienced and environmental circumstance during a person's life contributes to his culture abilities and responses whether they be related to behavior in relation to people or in relation to things. A serious question is raised when one asks: "What is the school's role in the culturation of a child?" The American public school does accept and assume much responsibility for the development of cultural competence in children. The amount of effort to be exerted by the school, possibly, might be indicated by an estimate of the degree of cultural transmission from the family and the peer environmental influences recieved by the child. Families of the "culturally-limited" groups often transmit their limitations to their children, and, thus, tend to perpetuate limitations. When educators speak of "the needs" of a child there is usually a connotation of the degree of behavioral competency included with an estimate of achievement in scholastic skills. If a complete appraisal of a child can be made and he is found to have deficiencies in the area of cultural competencies, the question which must be answered is: How may the school aid the child to achieve greater levels of (social) competence? This workshop report is the result of one group's efforts to consider the problem and put down some of its views about how the responsibility might be met.

The dynamic, mobile society of America today is characterized by its continuing change. An individual raised in a limited environment and accustomed to react in provincial manner may be too static to respond to other societal circumstances when he has been compelled to move away from the area of familiar patterns. Even in vocations an ability to "get along" with fellow workers can be as important to successful accomplishment as adequate vocational skills which permit the required performance.

The education process is all-inclusive. Every experience, every environmental relationship contributes to the growth, static, or negativism of an individual. Not only knowledges are needed, but the art of knowing, understanding, and ability to self-adjustment are essential possessions of the individual who is to achieve that ability which is necessary to continuing expansiveness of the "self." The goal is not to achieve "sameness"--rather to achieve quality in performance that can be understood and accepted by others.

The workshop members hope that their efforts will not only be beneficial in their own work with children but, also, will contribute, in some degree to greater understanding by those who use this guide. It is realized that the format of this report could be improved, however, the concentration was your ideas which are much more essential. We know that herein lies the real benefit.

For the workshoppers,
Alfred M. Potts, 2d

The 1963 Workshoppers
Bilingual-Migrant Education Workshop
Curriculum for Migrant and Culturally Disadvantaged Children

THE CENTER FOR CULTURAL STUDIES
of
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GLOSSARY

Aberration--deviation from the normal type.

Acculturate--to cause to change through acculturation.

Acculturation--A process of intercultural borrowing marked by the continuous transmission of traits and elements between diverse peoples and resulting in new and/or blended patterns, especially the resultant modification occurring in a less advanced society through direct and prolonged contact with an advanced society--distinguished from assimilation. (2) Process of socialization.

American concept--the idea of self-determination within the pattern of democratic order and its pluralistic society.

Assimilate--to absorb into the cultural tradition of a population or group (the community assimilated persons of many nationalities.)

Assimilation--Socio-cultural fusion wherein individuals and groups of differing ethnic heritage acquire the basic habits, attitudes, and modes of life of an embracing national culture.

Behavior competence--the ability of a person to respond to all the factors of his environment in a manner to achieve desired results. The quality of the behavior is determined by the measurement of the behavior against the set of cultural values accepted by the social group in which the behavior is performed.

Cultural change--modification of a society through invention, discovery, or through contact with other societies.

Cultural competence--implies property or means sufficient for providing for the necessities, the conveniences of life, and the knowledge and skill abilities to perform with success in the social and complex of society.

Cultural crossroads--the coming into contact with a different or dominant culture by an individual who already possesses a base or primary culture.

Cultural void--the lack of knowledge of the form or pattern of the response expected by the particular cultural group to an environmental stimulus; or the difference between two cultures, wherein elements of each stand unrelated to the other.

Culture--that complex whole which includes knowledge, belief, art, morals, ethics, law, customs and other capabilities acquired by man as a member of society. (E. B. Taylor 1872) It is also the act of developing or increasing skill-abilities by education, discipline and social experience.

Empathy--the capacity for participating in or a vicarious experiencing of another's feelings, volitions, or ideas.

Enculturation--the process by which a person learns a traditional culture (as the one he is born in) and assimilates its practices and values.

Need--A physiological or psychological requirement for the maintenance of the relatively stable social conditions among groups with respect to various factors and forms of generalized activity.

Pluralistic society--A society with a thoroughly democratic social order. Such a society is the opposite of a totalitarian or monolithic society. It contains and protects many religions, many philosophies, many ethnic groups, many different people trying different ideas in different ways. It is marked by dispersion of power.

Quantitative reasoning--the ability to think and solve problems in both concrete and abstract quantities.

Self-resolving--capable of analyzing own problems and reaching conclusions that are based upon the standards acceptable in the cultural setting of the problem.

Transculturation--a process of cultural transformation marked by the influx of new culture elements and the loss or alteration of existing ones. -- Compare acculturation.

Value system--consists of those standards molded from a relative environment concerning things held to be functional, beautiful, and sacred, and the manner of promoting and protecting those standards.

CULTURAL COMPETENCE FOR DISADVANTAGED CHILDREN

The desirability of a thoroughly democratic order with its pluralistic society[1] is assumed in preference to a monolithic or totalitarian concept. It is also assumed that a goal of education is to help mold the general shape of the social order which makes the democratic process functional, vigorous, ethical and successful, while safeguarding rights, freedoms, and responsibilities of our many people, with their different ways of responding to life situations.

It seems better to deal with differences rather than the relative cultural levels or degrees of good and bad culture behavioral forms.

A curriculum is sought which will help enable the young to attain competency in determining which cultural aspects might best perpetuate our democratic order and its pluralistic society.

This curriculum should be directed toward developing self-resolving persons capable of analysis, evaluation and mature determination with regard to the ways of fulfilling individual goals and the goals of society.

The curriculum should:

1. Promote basic individual potentials with respect to capabilities and skill-abilities.
2. Stress primary or initial environmental background as a key to the needs within future adaptive patterns.
3. Enhance individual adaptability to culturate to any potential cultural scheme.
4. Relate learning to means of determining and developing reasonable attitudes concerning:
    a. Self-evaluation
    b. Realization of the self-potential
    c. Self-motivation
    d. An awareness of the time element necessary to fulfill self-realization.
5. Develop ability to meet cultural-social demands by means of self-determination.

Principles related to the achievement of cultural behavior by all children include:

---

[1] See Glossary for definitions of terms.

1. Children in beginning life possess certain potentials in their physiological and psychological beings.

2. The ways of behaving, the framework of values in which each child operates, the complexity of societal expectancies--are all creations of himself and his fellow man. The human-related environment, therefore, is the creator of much that the child must learn if he is to perform affirmatively and successfully in a given society. The child, increasingly, should develop awareness of his own influence upon the forms of the society of which he is a part.

3. In the process of developing the ability of self-determination, the society expects of the child performance that meets the contemporary societal expectations and behavior standards. It is recognized that certain disciplines, value standards, and behavior forms must be taught to the child at each age level. These conforming behaviors and standards will permit the child smoother passage during the years when he is developing the greater abilities to a larger scope of self-determination.

4. An aim of education is for the individual to develop a high degree of ability which will allow him to perform within any socio-cultural milieu in which he may be required to perform. His ability to initiate self-adjustment should expand in relation to his age-related capabilities as he progresses toward mature years.

Stressing cultural behavior competence for disadvantaged children is essential to enlightenment for personal development and expression in a happy and useful life. Being able to act more efficiently makes it possible to achieve purposeful goals with a minimum of frustration, less conflict, and a more positive manipulation of incompatible forces, qualities or ideas. Accepted cultural behavior patterns serve to make it easier for the individual to function happily and more efficiently by giving him forms of action known to have the approval of the society.

Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The society either helps the individual toward achievement of his goals or creates situations that may further frustrate him. As our society becomes more complex and individuals are forced into the more advanced degrees of urbanization, cultural behavior competence becomes increasingly important. The individual finds a greater need for more effective use of the skills that will allow him to think logically, to communicate meaningfully, and to earn a better livelihood.

If the individual develops competent cultural behavior he will be able to contribute actively to a dynamic, ethical, and functional American society.

In the process of self-determination, certain attitudes and skills are essential for effective learning and adaptation throughout life. Knowledge is a means by which we acquire skill and abilities necessary to leading a useful life. Disadvantaged children are expected to become competent in many behavior areas. Competence comes with the acquisition of knowledge and the abilities to use it.

One of the competencies expected is the mastery of the English language. In order to become adequately culturated, these children must be competent in speaking, writing and understanding the English language clearly, correctly and meaningfully. To do this they must be able to listen and observe critically and with reality. They must know and use sources of information necessary in solving their everyday problems.

Another competence needed by disadvantaged children is the ability to think in quantitative terms. This means the ability to understand various monetary units. It means the ability to count and solve problems with numbers representing things, or with numerical concepts.

Learning something of the scientific method in reasoning will provide children with the essential tools necessary for survival and for the progress of society. An ability in analytical reasoning will enable them to continue the learning process long after the termination of their formal schooling.

Physical and mental health are necessary areas of competency. They provide emotional well-being and desirable conditions for developing a sound mind and body. Physical fitness involves more than factual study. A good program is based upon positive attitudes and habits acquired during youth. These will provide children with important health concepts which may aid them throughout life.

Mental stability determines the type of relationship a human has with other members of a society. It is therefore necessary that children become competent in developing desirable and utilitarian mental habits and attitudes. The overt, enlightened approach is most effective.

In order to become a fully effective citizen, the disadvantaged child must be socially competent and a means must be provided so that each may exercise freedom with responsibility. This competency includes an ability to adjust to new situations, to mix with other people, to participate in community, state and national affairs, to be economically efficient and intellectually independent. It includes a realization that the greatest freedom is possible when each person accepts the responsibilities necessary to fulfillment, whether they be affirmative acts or restrictions on one's own freedom.

The disadvantaged child should learn to understand and appreciate sports, art, and recreational activities to get the most enjoyment of their leisure time. It is important that the aesthetic values of life be stressed along with the ever-important concept of "Learning to Learn While Learning."

With those competencies expected and means for their acquisition provided, these children will become better citizens and an asset to the community of which they are an integral part.

Conforming behavior patterns should be considered from the negative-lag aspect of "crowd-process" with its glorification of heritage and uncritical assent in conformity to existing institutions and from the standpoint of critical evaluation of change factors calling for rational adjustment patterns along gentle evolutionary lines. Such consideration involves a need to:

1. Study each culture with special regard to its own vocabulary or peculiar terminology; i.e., it would be difficult to consider American society if we thought of a "hot dog" in terms of a St. Bernard dog on an electric range.

2. Study variations of behavior patterns within each culture.

3. Study the variations between different cultures.

4. Blend the "historic" and "contemporary" approaches to culture studies.

5. Consolidate positive aspects of status-quo-conformity behavior with progressive effects of adaptive-conformity with an accent on the elements of time and change.

The matter of self-contained ability to adjustment calls for stress on the "scientific methods" of problem solving with its accent on logic and deductive reasoning. There should be an emphasis on progressive, logical, reasonable adaptability versus blind conformity and, finally, there should be careful training in the development of the "self" attitude with regard to self-evaluation,realization of the self-potential, self-motivation, and an awareness of the time element so vital to the goal of self-realization.

Behavior competence is the ability of a person to respond to the factors of his environment in a manner to achieve the desired results. The merit of behavior is determined by the measurement of the behavior against the set of cultural values accepted by the social group in which the behavior is performed.

People of a society seek to achieve harmony in life. Human behavior is related to both people and things--material and immaterial--man-made and of nature. Our goal is, in actuality, harmonious blending of all relationships that are activated in any goal seeking. Each human activation has a goal or objective, an achievement which is desired to be fulfilled. In the experiencing that is involved in the accomplishment of a goal, a person may use behavior forms that have proven successful in previous use or may use original forms or some combination of both. Many forms are used repeatedly because they are known to all parties to the behavior. Being already known, they can be more readily accepted and the expectancy of acceptance, as well as the convenience of using a known form, offers a greater possibility of successful transmission and contribution to the purposiveness of the action. Cultural behavior, diplomatically motivated, of a form peculiar to any culture, can usually be effective if it is related affirmatively to the value acceptances of both the initiator and the receiver of the action.

Individuals in a social group learn to respond to an environmental stimulus in the manner which is acceptable to the society in which the activity takes place. Persons of unlike environmental learnings might fail to be activated by the same stimulus, thus, could not be expected to respond according to the expectations of another-culture expectancy. The cultural void created by a lack of knowledge of the expected response is, many times, mistakenly interpreted as due to a lack of intelligence.

Many culturally disadvantaged children have never been exposed to the cultural learnings expected of them such as those related to table manners, sanitary habits, use and wearing of clothing, and the use of mechanical gadgets. Before a child can breach the cultural void, he must be given repeated opportunity to learn what reaction is expected to a given societal-related stimulus.

The school's responsibility should be a cooperative effort with the family and the community to help each child develop the traits which are common to success in all lines of work--such as adaptability, dependability and good habits of learning and application. The school should assist the child to develop a command of the knowledge, skills, habits and attitudes essential for effective learning throughout life, an understanding of man and society and the determination to strive for the welfare of all people.

A well rounded program should (1) motivate parents to assume increasing responsibility for solutions of family, community and school problems, (2) develop interest and understanding of the democratic process and way of life among parents by a program that coordinates the efforts of the school and all other social agencies, (3) identify and meet unique and pressing social and cultural needs of families in communities, (4) raise pupil achievement along academic lines, (5) provide opportunities for children to achieve security, recognition and a sense of belonging and (6) attempt to decrease juvenile delinquency.

The retardations of the disadvantaged child are socio-economic as well as cultural and the school must strive to overcome hostility to the school environment, helping develop an awareness that education is related to all lives and purposes and it must make every effort to help each child sense the fact that school is important to him and that he is important to the school.

All Americans should be familiar with their nation's history and should possess an appreciation of their heritage as a free people. They should be acquainted with other countries as well and especially with the emergence of many new nations in international affairs. Learning about government, political systems, history and culture of one's own country and countries of others should lead each individual to realize his responsibility as a citizen of the United States and the U.S.'s place in the World Community.

A major purpose of teacher-education is to provide the basis of a teacher's respect for the pupil and his awareness of the circumstances that affect his pupils. The problems in disadvantaged areas are many and severe and cannot be handled by the teachers alone. The school personnel should establish cooperative relationships with all community groups dealing with the disadvantaged.

Both school and community activities can aid in expanding the mental and physical horizons of children. Thus the school may have special need for remedial teachers, guidance programs, psychologists, psychiatrists, nurses, and social workers to provide specialized help to teachers. The importance of parent education and parental support of the program cannot be over-stressed.

The school should strive to understand the child's problem and his environment as well as the child with the problem and the environment.

WORKING TOWARD CULTURAL COMPETENCE
A FRAMEWORK FOR COMPETENCE

Every society accepts a set of ethical principles that are generally adhered to in most phases of its activities. The ethical principales, including values for morality, serve as an adhesive force in support of the spirituality that is of, and emanates from, the people who make up the group. These principles become a part of the "value system" of the people. They support high level motivation without which learning becomes merely an acquisition of techniques and skills.

The value system, or systems, serves a cultural group by supplying the standards against which to make evaluation of the worth of any conduct, tangible or intangible association. The values acceptable to and used by an individual or a group, therefore, are the very foundation of all decision-making in that culture. Human activity in every form has a goal, or goals. Such a simple act as opening a door is a behavior form of culture. It has a goal--to allow the person to get to the other side. The door itself is a purposefully-made material culture form designed to keep out cold, or light, or strangers, or to admit friends. Pure utilitarianism may be built into it, or a considerable beauty also, to contribute to the aesthetic valuing of the users.

Where do these principles of worth come from? Their use in contemporary life is the major concern we have for them within the period of any generation. What one generation has found good through experiencing is usually considered a heritage worthy of transmission to each coming generation. Many of the standards have been proven in a long period of history, in repeated experiencing. Adjustments are made by relating experience, logic, and reason to changed and changing conditions. The coming of the automobile required many adjustments, as have other advances in technology.

Within the major American cultural behavior acceptances are seen the influences from the Judeo-Christian history of mankind as relationships within the family, the concept of brotherhood and charity, cleanliness in thought and action, and esteem for the truth. Understanding that all of mankind's experiencing has contributed to the value principles most accepted and used today is helpful for the teacher who must make decisions about the principles for pupil learning.

There is an increasing emphasis throughout the country on the need for children to achieve socio-cultural competence. Knowledge of academics alone does not guarantee character development in the individual. There is recognition of the role of the many different types of social activities--family, scouting, church, and play--that assume responsibilities for aiding the child to increase this competence. In the Goals for Education in Colorado[2] the school specifically accepts a portion of the responsibility. Goals Numbers 2, 4, 6, 8, and 10 include competencies specifically related to social and cultural expectancies. One example is inserted here:

Goal No. 8:

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE A Philosophy Based Upon Values Conducive to Sound Character, Ethical and Moral Behavior, and Democratic Action.

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[2] Goals for Education in Colorado, Colorado State Department of Education, 1962.

One acquires standards of value from many sources--experience and practice, parental influence, religious faith, or his own insights and feelings. His values represent more than mere verbal acceptance of what is respectable or simple knowledge of what is right. They constitute these ideals, beliefs, and goals which can be inferred from his day-to-day activities, and which guide his actions and behavior.

To experience personal fulfillment, as well as life effectively and contribute to society, each person must possess an awareness of his principles, aims, and goals. He should be able to integrate these into a framework of values, and use them to make a harmonious pattern of life. He should possess the motivation and ability to translate values into effective action, and to judgé his convictions in terms of basic moral standards. An important outcome of public education, in cooperation with other influences, must be the development of those values which are central to the fabric of our society.

All persons should be free to live by and express their belief in the existence of a supreme being. All should be equally free to deny or refrain from such belief. The constitutional principle of separation of church and state, so widely accepted by the American people, requires that public education not embrace the program of any sect or creed. Still both the belief in a supreme being and freedom of conscience are integral parts of our national heritage. The faith of others, or even the absence of faith, should be respected for its sincerity and conviction, and every effort should be made to keep sectarian practices constructive rather than divisive.

The desirability of the school's participation in the total competence development of the child is supported by recent United States Supreme Court decision:

FROM THE TEXT OF SUPREME COURT'S DECISION AND DISSENT ON SCHOOL PRAYERS AND BIBLE READING - New York Times, Tuesday, June 18, 1963, p. 28.

In addition it might well be said that one's education is not complete without a study of comparative religion, or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literacy and historic qualities.

* * *

Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistent with the First Amendment.

* * *

The place of religion in our society is an exalted one, achieved through a long tradition of reliance on the home, the church and the inviolable citadel of the individual heart and mind. We have come to to recognize through bitter experience that it is not within the power of government to invade that citadel, whether its purpose or effect be to aid or oppose, to advance or retard.

* * *

In the relationship between man and religion, the state is firmly committed to a position of neutrality.

* * *

It is becoming increasingly apparent from the decisions and in the pronouncements of churches that religious exercises and sectarian indoctrination are unacceptable in public education; while at the same time it is becoming ever more plain that use of Scripture and references to religion are acceptable when they are placed in a secular framework of social, scientific and literary disciplines and are presented without bias. The teacher, then, finds himself in a situation where he may encourage the students to find in their own faiths the moral and spiritual motivation necessary to cultural competence, while in lessons on geography, history and reading he may employ appropriate material and examples. That is not only legally and generally acceptable, but it is done in democratic fashion, so that pupils are encouraged to find and employ moral and spiritual value for themselves. The results should be good and in keeping with American tradition.

A principle that is plainly expanded in the above is that "teaching to believe" to the on-coming generation is clearly within the function and prerogatives of the family; whereas, "studying to understand" is a significant component of educative process, and, as such is guide to the schooling function.

The problems of disadvantaged people are not new to mankind, as we discover in searching the literary and historical storehouses of the past. It is noteworthy that in Scripture the people of God are frequently identified with those suffering from disadvantage. This was true of the Hebrews in Egypt and later in the Babylonian captivity. It was true of the apostolic church in the Roman Empire. Moses was called to lead the people out of Egypt to a land "flowing with milk and honey." Others were moved to lead them back from Babylon. Jesus came to give his life as a ransom for many, while his apostles were sent to create a people out of "those who were no people."

Why then should we stand off and fail to give aid to the people suffering from disadvantage today? Rather, let us identify them with ourselves and share in their suffering until in truth we become all one people. In such fashion, we shall learn to meet with those who suffer from disadvantage all over the world.

The question raised often by the teacher is "What?" and "How?" is cultural competency taught? Attempt has been made in this section to establish a foundation for determination of what and how the child may be led into the development of behavior competence that will aid him in affirmative societal participation. The suggestion that unfolds is:

(1) Some conformity patterns should be taught, and

(2) It is essential to create an ability within each individual that will allow him to make judgements and decisions necessary in an affluent society.

MAJOR OPERATIONAL VALUES OF OUR SOCIETY*

In living today with any degree of cultural competence, a child having disadvantage must learn to develop and respect certain operational values important to himself and characteristic of the society.

1. Prominent among these is the need to retain within a child his own cultural heritage, for this is what he should pass on to his own descendents and contribute to society as a whole. It is his distinctive contribution.

2. Along with that, he should be encouraged to cultivate the personal independence characteristic of the total American heritage in all its roots. This is particularly desirable because of a rising tendency to rely on government aid when this is not always necessary.

3. Surely, this child will find it useful to develop his capacity for group cooperation in improving living conditions wherever he is, just as the workers cooperate in the field or in the factory to accomplish their tasks.

4. His awareness of others and concern for their welfare is definitely a part of his development toward maturity and if he is encouraged to develop with such an attitude, his own life should be happier and more complete.

5. Perhaps the most striking characteristic of our time is the constant change taking place in social relations, in methods of work, and in the tools we employ. If the child of disadvantage can be educated to respond to frequent changes within his classroom and his total environment, he will be better prepared for his part in the life of tomorrow.

6. The child should be helped to see what he can contribute to our society not only in work, but in freedom, in strength and in breadth of vision. To do this he should learn to observe the country and the people to appreciate natural beauty in the earth and sky and give thought to the needs of those who inhabit it.

7. He should learn to use money to his advantage, both in respect to the present and to the future. This could be accomplished through invested savings. He should be taught the benefits and the dangers of the American credit systems, in order to aid his development into an economically responsible person.

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* Editor's note: The astute student will recognize in this section reference to beliefs, as in Nos. 3 and 6, as well as to value principles. The value acceptances, too, will be noted as relating to the accepted "way of life", in this instance, the American way. Through there is a commonality in the basic human code among many of the world's cultures, it cannot be said that there are universal values that are acceptable in all cultures.

8. A child lacking advantage should be made aware of his rights and responsibilities as a citizen. He should be taught to vote and to fully exercise his political privileges.

9. He should rejoice in the increasing national interest in civil rights and common needs and respond with love for his country and respect for its laws. He should learn that "American Democracy" operates most effectively when everyone also understands and follows the unwritten codes of our system.

10. He should be able to communicate freely with all types of people through increasing facility in speech, in reading and writing. Functional literacy is an essential element of successful social functioning.

11. In order to become a socially adaptable person within the framework of the American and World societies, happy and free of emotional disturbances, the disadvantaged child must learn to be socially acceptable to his contemporaries. Since his home environment is the key, influential force in his life prior to entering school, his range of behavior alternatives will be limited due to varying degrees of cultural value-interpretation found in his family background.

12. Last and highly important there is his need to cherish and be cherished within his family, where he should be encouraged to seek understanding of ethical values. It is the responsibility of the educator to assist the student in overcoming any handicaps of his social and economic background and to implement this background in such a way as to bridge the cultural gap between family and community. This will not be easy as the student may suffer frequent rejection due to both an environmental-stygma and stygmas from elements of his basic culture held unacceptable within the larger society.

LEARNING TO DO THE BEST FOR SOCIETY

All Americans should have an understanding of the values accepted by the society, as well as understanding of the history, the government and functional politics. They should strive to "learn to recognize all men as brothers, whether they live across the sea, across the country or across the street" as stated in goal number two of Goals for Education in Colorado. All must work to raise the standards of living among those within our borders.

Many boys and girls lack skills and experience in the use of tools and construction materials. Aside from the general educational value of developing skillful hands and the ability to solve problems intelligently in the use of materials, this learning offers boys and girls, as well as their parents, ways to improve the convenience, safety and attractiveness of their homes. Mechanical adaptability is needed if they are to be able to handle machinery and tools in any of numerous job situations.

Opportunities to learn about tools and materials properly should be offered through the entire school program. Children should also be introduced to the use and the care of simple machines. All of these skills can be integrated with other subjects, as much actual learning takes place while children are participating in these activities.

School can make a difference in the way children live, and in the way families live. Learning for better living has special importance and urgency for disadvantaged children, because so many of them take on the responsibility of home management at an early age.

Adolescence may be a particularly difficult time for the disadvantaged child. His awareness of the world around him has increased. His resident peers are slower to accept him as he adjusts to more affluent norms. His attitudes toward life and society are being fixed. Expansion of his attitudes, knowledges, and abilities should keep ahead of the increased challenges he meets. Thus, cultural preparedness may help to keep him in school.

IMPORTANT KNOWINGS

1. Importance of personal cleanliness.
2. Ways to achieve cleanliness with limited home sanitation facilities.
3. Learn practical ways to improve personal appearance.
4. Learn to prepare simple family meals.
5. Planning of meals around the basic foods.
6. Learn to preserve and store food so it will be kept safe for consumption.
7. Learn to care for personal clothing.
8. Learn to make simple garments, jewelry, etc.
9. Learn health rules.
10. Develop ability to use hand tools commonly available.
11. Develop ability to plan and make useful articles with wood.
12. Develop ability to finish wood pieces with paint and varnish.
13. Learn safety rules.
14. Learn to make simple home repairs.
15. Make simple home conveniences, such as a dressing table from apple boxes.

LEARNING TO ENJOY LIFE

We need to have fun

An essence of wisdom and of modesty and morality is the view of human gratification. The busyness of little children astounds their elders. Children have always been running, jumping, shouting, wrestling, splashing, throwing things, and making things. They are active and adventuresome.

The first education was the parent who taught his children to throw a stone, then a spear, to climb a tree, to leap a brook, and to perform many skills that were necessary for survival in the life of early man. Since then the social scene has changed tremendously, but the motor patterns remain. The need to throw and jump still appears in every child. A child is a child regardless of the change of scene; therefore, we must consider the child, in truth, in the whole. We must first accept the concept that it is the "whole child" who goes to school. For some time educators have accepted the principle of the whole child. In this acceptance they have abandoned the older notion of separate body and mind and spirit and are committed to the principle of organismic unity. This is not a difficult concept to hold, since the evidence to support the idea is overwhelming. But it is not easy to translate the concept into practical everyday particulars that make up the work of the school. Wholeness of the individual is everywhere accepted by enlightened persons, but separateness of mind and body often appears as an acceptance in school practices.

It seems inevitable that this discrepancy should exist. A lag is evident in all lines of social activity in which tradition and custom have any influence. The traditions of the curriculum, of administration, and of teaching compete at many points with the facts about the nature of the child. It is known that physical and emotional conditions affect the learning process. Teachers and administrators must consider the total needs and the total possible range of conditions when creating purposive learning situations.

As with any other phase of the school program, physical education is valuable only to the extent that it contributes to and aids general education in the realization of its goals. The program must be well planned and skillfully directed if it is to result in something more than a glorified recess period. It should be designed to fulfill specific purposes in relation to the total curriculum. The seven cardinal principles of physical educationare: health, command of fundamental processes, worthy use of leisure time, citizenship, worthy home membership, vocational efficiency, and ethical character.

Physical education is not unique among school subjects in carrying out these principles. As a matter of fact, all school subjects combine and overlap in working towards desirable education and the development of a consciously unified being. However, physical education furnishes unique situations which make it possible for the child to make much progress toward the attainment of these objectives, opportunities to create, to succeed, to adjust to the group, to lead, to follow, to command, to communicate, to contribute to the group welfare as well as to his own, to develop activities for use outside school hours. Attainment of these objectives are possible through a properly planned program. All children should participate in the program, no child should be left out because of defects. The program should be so planned that he can participate and feel that he is contributing to the group and not that the group is doing him a favor by letting him participate.

PARALLEL EDUCATION FOR ADULT CULTURAL COMPETENCE

Among the reasons for developing parallel education for adult cultural competence are the following: the increasing use of automation in agriculture, the desire for status improvement among disadvantaged and their need to make the best use of talents to realize opportunities available in our society.

In some locations there are good housing facilities provided for the use of migrant families who work in agriculture. Where good facilities are available it is important for migrant families to make proper use of them, in order to maintain them in good condition for those who follow and to encourage growers to provide them. It is important that disadvantaged people be taught or have an opportunity to learn how to properly use public housing where it is available. An understanding of the basic principles of adequate diet, together with a better use of available foods, should lead to an improvement in the health and enjoyment of low income families. An understanding of first aid, together with kits, should provide an element of protection. There should be instruction in personal hygiene. All health matters can be taught by the public representatives where migrants or other culturally-limited people are located to the benefit of the whole community. Moreover the frequent presence of public health authorities on other than missions of inspection, should help to raise the level of overall conditions.

Since there is an increasing use of agricultural machinery designed to do what migrants do by hand, now is the time for re-training. Some migrants may be taught the use of the machinery that will replace them, in the hope of being included in the crews to run it. Others may be re-trained in other occupations to give them a better chance to find employment as the need for migrant labor is reduced. Shop facilities may be available in schools nearby. Local teachers and volunteers may be enlisted. In lieu of shop facilities building trades may be taught by directing them in camp or home improvement. A similar program of re-training should be helpful to those who lack advantage in other areas of employment.

Opportunities are open to those who may have some understanding of doing custom work using their own equipment. A proper use of credit should be taught so pitfalls may be avoided and financial responsibility may be developed. In some instances the use of credit procedures should be taught bi-lingually.

Wholesome recreation for depressed families should be the concern of local recreation directors and should serve to create rapport with the whole community.

Families lacking in cultural facility should be encouraged to take advantage of whatever opportunities for worship and religious education their own faith provides, as these have a profound effect upon the whole approach to life, stimulate development in acceptance of high moral standards and perception of spiritual values.

There is a wide range of educational films available. When these are shared with the culturally inadequate, understanding is broadened and the joy of living is increased. Instruction may be offered in hairdressing, sewing, styling, etc. Disadvantaged people can suggest to community agencies programs of self improvement they desire.

SOME ASPECTS OF LEARNING AS RELATED TO THE ACQUISITION OF CULTURAL COMPETENCE

What does any child and especially the culturally disadvantaged child need to learn in order to be able to live competently in today's society? He needs to understand the pressures to conform coming from the conflict between the: home, school, peers (playmates and gangs), and the community. Areas of conformity or conflict occurring within the above groups concerning: language, clothing, manners, sex, food, personal habits, attitude about time, attitudes toward learning, toward reward, toward competition, attitudes toward words, recreation, use of leisure time, superstitition, religion, folk and native art. One example of conflict - concerning native art - would be: the Spanish child may not realize or cherish the beauty of a Spanish song because he hears it only in the casually-impressive setting of his everyday environment. Needs that must be highlighted and met for the disadvantaged child to enjoy the best conditions for learning are:

1. Creation of a climate of acceptance.
2. Teacher responsiveness indicating knowledge of the "environmental" as well as the physical and psychological child.
3. Providing for reinforcement of learning.
4. Motivating the child to verbalize.
5. Setting cooperative goals.
6. Leading the child toward learning to generalize.
7. Providing stimulation for the process of maturation.

1. Creation of a climate of acceptance.

A Day With The Child	Motivating To Learn
a. Basic need must have been met.	a. Physical well-being
b. Welcoming room, colorful, warm, and exciting things to do.	b. Atmosphere - happy environment
c. The teacher sets up an atmosphere of informality, introducing pertinent topics such as the weather, the calendar, inside-outside temperature, name of teacher and pupils and a walk around the room to see what they will be working with.	c. Life experience - core centered curriculum
d. Later the teacher will write what they have done. She will list words learned, arithmetic concepts met, social studies facts learned, etc., in the chart story. At the end of the day they will read their chart story. The teacher will again help them to see what they have learned.	d. Reflective approach to learning. First reinforcement of learning. Evaluation of the day.

2. Teacher responsiveness indicating knowledge of the "environmental" as well as the physical and psychological child.

   To communicate with the disadvantaged child the teacher must meet him on the child's level of understanding without prejudice, but with warm acceptance, person to person, with empathy.

   a. The teacher accepts the child as a product of his environment just as he is, because he cannot be otherwise until he receives help.

   b. The teacher sees in him what he can become (his capabilities and potential); his developed abilities are recognized.

   c. Making home visitations to gain a better understanding of the child is important. The teacher may take a different child home each day after school until he has visited the family of each student. If the parents are embarrassed to have the teacher in their home, he should stand outside for a friendly visit. If no one were home after school the teacher would then need to call at night or on weekends.

   d. To meet basic individual needs of clothing, food, and health the teacher should enlist the aid of the principal to obtain help from community agencies such as: public health nurse, social worker, Goodwill, Salvation Army, churches, civic clubs, women's clubs, American Legion, Veterans of Foreign Wars, etc., who assist families with problems. The child is not free to learn if he is hungry or ashamed of his appearance. The teacher may find ways to help him and his family fill these basic needs with minimum display.

   e. Teachers should recognize, appreciate and utilize children's cultural backgrounds. Pinata parties, weddings, holidays, songs, crafts, films of homelands may be used to enrich their understanding. This recognition and appreciation of the child's own culture may create quite different, and possibly more favorable, attitudes in the child and the other children.

3. Providing for reinforcement of learning.

   a. "I know you can do it," is the best attitude a teacher can have as the child approaches a task. When he has completed it she reaffirms her faith in him by saying: "I knew you could!" This is reward for encouragement and the child's sake.

   b. Keep samples of individual child's work and use them to show child how he has improved over a period of time.

   c. Child should succeed at some task each day. Every child needs to feel good about himself. Nothing succeeds like success.

   d. Don't point out failures in front of the class. "A child learns more through trial than through error, more through pleasure than pain, more through experience than suggestion, more through suggestion that direction. Day by day the child begins to know a little bit of what you know; to think a little bit of what you think; to understand your understanding. That which you dream and believe and are, in truth, becomes the child." J. Howard McGrath, Chicago Schools Journal, October, 1962.

   e. The teacher wants the child to speak out freely so that free expression that is uninterrupted can be emphasized as an acceptable behavior pattern.

The understanding teacher lets the child complete his report or his story. The mistakes can be taken up later.

f. Help the child save face. The teacher often unintentionally hurts the child by an impulsive correction before other children or grown-ups. The wise teacher will make a mental note of an incident needing correction to be pointed out at a later time. For instance, a child might walk between two teachers who are talking to each other. The teacher's impulse would be to correct the child immediately, but if she is wise and thoughtful she will wait and let this concept come out in a health lesson or a lesson in manners.

4. Motivating the child to verbalize.

"Without mastering communication skill, culturally disadvantaged youngsters can never unlock the doors that lead to useful, productive citizenship; they can never become first class citizens." Warren G. Cutts, NEA Journal, April, 1963.

Language is an accurate mirror of the extent to which the speaker feels at ease in the culture as a whole. Language is used differently in various areas such as the school, home, and community.

It is used in the school in ways that increase communication skills such as:

a. Role-playing.

b. Dramatization of plays, poetry, etc.

c. Reports on trips, personal adventures, and interesting happenings.

d. Discussion formal or informal even becoming buzz sessions.

e. Insights are ideas carefully thought through in written or spoken forms. They should open the mind and make it receptive toward new concepts.

Example: "If I smile at someone, he'll smile back and will be nice to me."

The lingually disadvantaged child faces difficulties in language usages. If the child is from a bi-lingual home little verbalization will take place in the general society's base language. This often makes even simple communication very difficult.

Example: An actual incident: A child brought from home an excuse stating his absence was due to the rebellion. What the parents were trying to say was revelion, which means a blizzard.

There may be patterns of language and behavior in the home that are unacceptable. By unacceptable patterns of language is meant the behavioral implication and not the grammatical irregularities found in many homes. Inversely, certain words or phrases used by the teacher in school or by people in the community may trigger unexpected reactions from the student.

Example: The word "crib" in the English language may be translated by the child to mean "cripta" a Spanish word meaning a place to lay the dead.

Example: The teacher might say, "I'm chilly", and the child thinks she is saying she is a vegetable (chile).

5. Setting cooperative goals.

Cooperatively set goals can mean nothing unless responsibility for carrying them out is also accepted by those who set them. Students are reluctant to accept the responsibility that is a part of goal setting. This is the reason goals are so often superimposed from above. Goals set from above are usually gracelessly accepted.

High school youngsters resisted school's policy on parking when it was imposed on them from the administration. This was after their own student council had lacked the initiative to control the problem.

Goal setting is a continually growing process from day to day. The child must first recognize some of his needs, then conversation about goals can begin. "Why are we here?" "Why am I?" (the teacher) "What did we learn today?" (Chart stories and diaries). "Would you like to learn more about this tomorrow?" This is short range goal setting.

Rock throwing on the playground is a typical situation. Let children discuss what they think about this as a playground activity. Someone almost certainly will have a story to tell about disastrous results of rock throwing. They are likely to decide it should be outlawed. This is practical, cooperative goal setting.

At the intermediate and secondary level the teacher will find peer acceptance is so important to children that it will interfere with cooperative goal setting. Also children may have been teacher-repressed so long they may not take part readily. Goal-setting will have meaning for here and now. Ten years from now seems too far away to be important to the child.

When goal-setting is truly cooperative practical rewards may result:

a. The teacher may be able to leave the room without causing an interruption in the children's work.

b. Pupils may accept and work with a substitute teacher more easily.

c. The children may include with warmth each new pupil.

d. Every child may have a better attitude toward work and may progress faster than when working on teacher-set goals.

e. In carrying out cooperatively set goals the children will use a wide variety of resource materials.

f. Best of all, the teacher will thrive in the joy of teaching children who are enjoying learning.

6. Leading the child toward learning to generalize.

a. By transfer:

Desired concepts need to be seen in numerous and varied specific situations, then in situations different from those in which the concept was learned.

Example: Have your science teacher supply you with three Petri dishes. Rub dirty hands on Petri dish, wash hands in water and rub on another Petri dish, then wash hands with soap and water and rub on third Petri dish. Cover Petri dishes and let stand several days and then observe the differences in the amount of bacteria in the Petri dishes. Have students transfer this learning to use of other germ carrying objects, such as pencils, handkerchiefs, etc.

b. By reasoning (logic)

Germs are everywhere. Germs sometimes make you sick. Therefore, keep germ-covered objects out of your mouth.

7. Providing for the process of maturation.

a. The process of maturation

"Kindergarten and primary children are curious to know about the world around them. They want to see, feel, smell, and taste everything in their search to understand the environment in which they are. Alert teachers know this and take advantage of the child's insatiable curiosity when they build the curriculum around his immediate world. The motivation to learn is the child's desire to explore his immediate unknown.

"Something happens, however, as students move through school. Teachers tend to assume more and more responsibility for deciding what is to be learned, how the child is to be motivated and the way he shall learn. "

Perceiving, Behaving, Becoming
ASCD 1962 Yearbook

"Possibly, in some instances, too much emphasis is placed on textbook content and not enough on what the children think, feel and believe. As they learn to reason they may have fewer opportunities to use the newly acquired ability. Children may have more opportunities for decision-making when they are less capable and fewer when they have greater capability.

"One first grade teacher states that her class spends the first few months of the school year exploring the world which is so new to six-year-olds--exploring the world that is the school. The teacher feels that school may be a very threatening place for many children. 'During this time', the teacher explained, 'through reading such stories as "Espaminondas" (Egan 1938), and "The Twelve Sillies", we explore the humor of mistakes. In this way students learn to see that mistakes can even be fun.' The teacher states that she laughs at her mistakes and purposely brings her errors to the attention of the children. From her experience the teacher has verbalized the following principles or guides for herself:

"1. Accept each contribution a child presents. Never 'belittle' anything a child cares to relate to his group or the teacher.

"2. Provide each child with an opportunity to make an important contribution to the activity in which the class is engaged.

"3. Search constantly for ways of expressing the care I feel for each child in my group."

"This teacher has been accused by her colleagues of wasting time during those first weeks of school, but second grade teachers enjoy teaching her former students. One teacher states, "Miss Johnson's students read as well as any others and they are such nice students to work with." Parents, too, want very much to have their children in Miss Johnson's first grade. her students can afford to try, since errors are not considered sinful. They all have a chance to be successful, to see themselves as important; they all are cared for; they can all be themselves. As a result of taking the time necessary to create this atmosphere, tests show that her students equal or excel the pressured ones in much less time than is required in classrooms where more pressure is exerted on students to read and count.

"Miss Johnson, whether consciously or unconsciously, utilized the motivation that is within the children she teaches. She does not resort to the artificial, externally imposed motivating devices that so often are harmful in their effects. No child in her classroom can come to see another as a threat to him because another can gain teacher approval quicker than he. Each child comes to see the teacher as a helping person--one who cares in a nondemanding way. No child in Miss Johnson's classroom sees learning as a threat to him--he is not condemned nor is he made to feel that he is unacceptable because he makes mistakes. Every child is allowed to have his likes and dislikes--to be his deeper self and to experience his self from time to time as he relates to his teacher, to other students and to classroom material.

"All this is possible because Miss Johnson is not afraid of her students. She trusts them. She believes they can and will learn. As a consequence she can be more relaxed. Not everything has to be dealt with. Much can be ignored. Learning can be fun. This is possible when the basic motivation of pupils is seen as essentially positive."

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b. Maturation in pupil-centered learning.

The teacher makes a deliberate effort to create an atmosphere of student involvement and responsiveness. This may be done through discussion and illustration, which will take only a few minutes at strategic intervals during each school day. The following questions could be used for a beginning.

(1) Cooperative analysis: Why do we do this? Is it useful? How can I use it?

(2) Cooperative evaluation: What happened to us? Was it helpful? Did we waste our time? Did we do most of the work or did the teacher do most of it? How can we improve?

(3) Cooperative goal-setting: What do we want to learn next? Where do we go from here?

c. Maturation through critical thinking.*

Some ideas on stimulating critical thinking in the classroom:

(1) Have the class figure out the story behind the words of a song, especially using folk songs of various countries.

(2) Read a poem or story (or have a child who is well prepared read one) aloud to the class and have them guess the title.

(3) Read a portion of an exciting conversation. Have the pupils guess the story, or the historical event, etc., from which it came.

(4) Read about well known people. Have pupils guess who they are.

(5) Give a carefully prepared talk on a controversial subject, such as "Why we should have shorter vacations." Include some irrelevant statements. Afterwards, ask the class which statements were irrelevant.

(6) Tape record two news broadcasts, one with comments and one without. Play them for the class and ask what the differences were between them.

(7) Read a passage that is loaded with meaning. Ask the class what meanings were there that were not stated.

(8) Prepare a five minute speech that is very one-sided in favor of something the class will like, such as having ice cream every morning. Then ask the class to criticize the speech objectively.

"Ice Cream"

Directions: This story is written to please you. Be sure to listen for the main idea, but listen also for details that are given to support the main idea.

Boys and girls, I have an idea that I would like to suggest to the principal if you agree with it. It seems to me that we sort of slow down in class along about 11 o'clock or 11:15 each morning. I think, perhaps, that our breakfasts don't last quite long enough and we begin to run out of fuel at that time. Of course we go to lunch at 11:45, but that last half hour seems to me to be largely wasted.

So I propose that we ask the principal to buy us some ice cream and cake, a big helping for everyone, to eat each morning at 11:15.

Questions:

(a) Do you like this idea?

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* (Maturation Through Critical Thinking from material supplied by Roy McCanne, Colorado State Department of Education.)

(b) Do you think it's a good idea? Why or why not?

(c) Do you think the principal will like this idea? Why not?

(d) What evidence is given to support this proposal?

(e) What evidence might you find against this proposal?

(f) Is the evidence given good enough to offset the evidence you can find against the proposal?

(g) Are there other ways to solve the problem of being hungry the last half hour in the morning? What are they? Do you think this teacher thought of them?

(9) Explain summarizing and anticipating as listening and reading techniques. Then read a story part way through. Have pupils summarize the story and tell what they think will happen in the rest of it. Then finish reading the story to see if they are correct.

(10) Make a talk to the class in which you draw some conclusions about what the class ought to do in respect to some current problem. However, without telling them about it, change one of the basic accumptions on which the conclusion is based. Make it very simple the first time you try it. After the class catches on to enough of these talks, try changing two basic assumptions. See if they can explain the weird conclusions you will come up with.

Examples of assumptions you could change:

(a) It is dark outside during the day, light at night.

(b) We come to school on Saturdays as well as Monday to Friday.

(c) All words are spelled from right to left.

(d) We never have to pay for anything we buy. We can go through life getting something for nothing.

(e) The sun comes up in the west.

(f) There's no such thing as electricity.

(g) There are no such things as words (whee!)

(h) Things fall up.

CULTURAL COMPETENCE THROUGH CURRICULUM ADAPTATIONS

Introduction

A chief function of the school is to develop in each child those skills, attitudes, and appreciations, that are considered essential for living in this democracy and conducive to a happy, full life for the individual. The child in his developing years should pass through a variety of learning experiences which expand all of his perceptive senses of seeing, touching, tasting, hearing, and smelling in order to gain knowledge and understandings of the better attributes of our culture. Through these experiences the child becomes familiar with things in his environment, learns to know and to manage himself, and to associate with other people.

While it is the responsibility of the school to help enrich all areas of perception, the child lives in a visual world where the school focuses its educative program more intently on printed matter. The school is a laboratory in which the child extends his horizons in all directions, refining and enriching himself from every experience.

In order to adapt a curriculum for expanding cultural competence, we need to understand the child more fully. This can be done through information obtained by mental and physical testing, parent interviews, and critical observation. There should also be provided a richer background of intellectually stimulating experiences for the child through better use of community resources and school facilities and materials. For more lasting success one needs the interest, support and cooperation of parents to motivate the child and develop his interest and abilities.

Some of the overall objectives that may aid in achievement of greater cultural competence are:

1. The basic importance of the individual as a human being in the American concept.
2. Acceptance of responsibility toward himself, as a student, and toward society.
3. To induce the student to achieve a set of values to serve as foundation standards for action determination, to further evaluate the cultural milieu around him, and to select the best so as to raise his own cultural level.
4. To aid each person to gain an understanding of the significance of individual contributions to the school, to the community, and to the nation.

To aid in the development of a curriculum aimed at providing advantage for disadvantaged children, certain adaptations are needed. This section is an attempt to point out areas of our culture which call for competence. Modification of the school experiences of disadvantaged children as well as the common expectancies of parents are treated in the pages following. These materials are drawn from many areas of experience. The concerns of people working in large urban areas as well as rural areas are covered. Some of the materials produced by workshops concerned with migrant education, bi-lingual education, and the newly produced and tested materials from projects associated with schools supported by various foundations have been examined and adopted or adapted in whole or in part.

CULTURAL COMPETENCE THROUGH CURRICULUM ADAPTATIONS

In Early Education

A. Classroom Climate

Children will respond more favorably to instruction in a classroom that is attractive and that stimulates them to explore, create, and learn and that promotes happy living together. The human relationships that exist in the classroom also influence its tone. Good human relationships between teachers and pupils are caught, not taught. They are the result of working and planning together in a happy, healthful atmosphere. Sympathetic understanding, friendliness, and acceptance of each child by the teacher can do much to create a favorable learning environment. In such an atmosphere children will be free to experiment, to make mistakes, and to learn. When children are interested, the most learning takes place.

The charts that follow give some specific suggestions to teachers in developing the classroom climate conducive to learning and social growth. This material has been drawn from a report made by the Committee for the Educationally Underprivileged (Great Cities School Improvement Program, Milwaukee, Wisconsin, Public Schools, 1961) that worked for several years previous to the establishment of this project.

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
In order to help children feel secure, teachers will need to - Accept all children. - Greet youngsters with a smile. - Take children where they are and help them to progress. - Keep competition at a minimum. - Be consistent. - Be sincere. - Praise children for their efforts and achievements. - Develop friendly working relationships among children. - Recognize small signs of progress and growth. - Have patience. - Set standards of neatness and orderliness. - Take time to listen to children.	Plan a balanced daily program - Organize the school day and its work periods so that children feel secure--know what to do and how to do it. - Set a daily routine. Explain reasons for any change in the schedule. - Arrange large blocks of time for work. - Follow-up with explanations of what is to be done at least twice each day. - Arrange program so that children who are out of the room do not lose continuity of learning experience. - Summarize some of the learning activities of the day.
Children can help develop rules. The making of a rule will not automatically guarantee its smooth operation. Provision should be made for follow-up discussion and evaluation. Children need to be helped to gain a sense of responsibility toward the rules they developed.	Plan rules as they are needed. Realize that teacher guidance is important as children plan rules for living and working together.

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
	- Acquaint students with general rules which will be needed for the entire semester. (Then introduce new ones as they are needed.) - In each case show children the why of formulating these regulations. - Instill growth in self-discipline. - Plan evaluation for group efficiency of established rules. - Encourage self-evaluation in terms of cooperation with the group. Recognize achievement of children and teach them to look for and value growth in themselves and others. Example Self-evaluation at end of day or end of week gives the children a chance to really think about why we follow rules. They can determine if they have been good citizens.
Teachers will need to be forward looking. Children cannot be counted upon to meet a new situation with good judgement if they have never had experience with the elements of the situation before. It is much more difficult to eliminate a bad pattern once formed than it is to build a good one.	Anticipate with class a wise way to meet a situation in advance of its happening. - Anticipate problems to be met during air raid and fire drills. (Have a trial run-through and discuss standards to be met.) - Plan an efficient dismissal system. - Plan together for clean-up after an activities period. - Plan for an efficient distribution of supplies. - Plan carefully the work with youngsters. (Be patient with introductory details.) - Prepare children for working independently. (This is a step-by-step process.) - Develop with children the habit of entering room in quite manner. Example 8:30--Children come into room, read directions on chalkboard, and are able to begin work "on their own."

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
	1:30--Children come into room and rest for a few minutes before work.
To become responsible human beings, they must at some time be given responsibility. Children do not develop a sense of responsibility without training and experiencing responsibility.	Involve children both as individuals and as a group in the task of helping other children. Example Children new to the class or children with problems. - Make children responsible for showing newcomer around the school. Acquaint him with the following: Time schedules for recesses, school opening, and dismissals. Entering correct door. Supplies in room. Location of lavatories. Playground regulations. (Arrange to have helper remain with child until he has become adjusted to the new situation.) - Assist group to assume responsibility for helping a classmate learn self-control.
A child needs at some time to feel himself in a one-to-one relationship with the teacher. He needs to know where he stands; so don't be interested in him one time and brush him aside the next.	Take time to listen to children. - Set aside a certain time every day for conferring with children who need help with their problems. Plan a course of action with them for solving their problems, special help periods, for example. - Plan with child a simplified program of review work if his problem is one of academic adjustment. - Make some plans with him for working toward a solution of his problem if his difficulty is one of inter-personal relations. - Arrange with him for conference time in which to evaluate his progress. - Determine new points of attack when need for change is indicated. - Help him to know that your interest in his growth is sincere. - Encourage him to believe in himself.

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
He needs to feel a kind of partnership with the teacher in his growing. There is a need to plan his steps for improvement.	Evaluate his successes with him at regularly scheduled intervals. Praise him for his effort as well as for achieving. Recognize even small signs of growth. Teach him to be honest in assessing achievement. - Let child talk out his problem. Be a good listener. - Offer suggestions in the form of lead questions. (What would you think of ____?, or Might it be well to try this ____?) - Encourage individual child's appraisal of particular strengths. - Interpret child's report card with him.
Every child needs to have some experience with success. Be patient with him and teach him to be patient with himself. Children need help to identify their goals, and the goals need to be within reach. They grow in their own self-esteem if attention can be focused on their successes.	A child needs to have realistic standards of achieving to be happy with some progress but not content until he has made more. If he is a slow achiever, he should strive for modest, short-term goals. - Individualize assignments for the slow learner. - Keep "slow-learning" reading group small for individual attention and maximum learning. - Cut down expectation of spelling load. - Simplify approach to arithmetic. Introduce repetitive experiences. Use manipulative materials. - Have flexible standards depending upon ability of the individual student. - Recognize and help him direct his ambition. - Provide the bright student with opportunities for tasks and lessons that are challenging for him. - Keep an accumulative folder of his own work individually (by appointment)--showing him the progress he is making. Show him how he can improve. - Suggest tasks in some interesting way. How would you solve this problem?

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
	What information do you need? Where can you get the information? Do what the sign says. Name this tune. Where am I? (Place--geography puzzler) Here is a clue.
There is something exceptionally satisfying for children in being a participant in a group endeavor.	Develop friendly working relations among children through having them undertake projects in small groups. - Introduce group work in carefully graded experience. - Stronger students can approach committee work in science and social studies. Teacher must take time to teach them how. - Allow youngsters to participate in activities enabling them to achieve in the eyes of their group. - Arrange for a wide range of activities. Through play, one has the most opportune way of getting to know and understand a child and his problems. Example Plans made for a field trip should be divided in small groups. Everyone gets a chance to participate as reports are made and plans carried out. Encourage participation in classroom clubs, safety cadets, milk monitors, operators' club, and office monitors.
Individual abilities in a particular area should be capitalized on. A teacher should recognize individual abilities in children and should capitalize on the positive.	Special abilities, which children possess, are evidenced during primary school. Other children recognize these talents and often exhibit great pride in a classmate's special talent for some task. Encourage a pooling of these resources as children work together on some special project. - Draw out talents of each child and direct him to areas in which he can contribute. - Pool efforts to develop a class book summary of social studies unit. Some children write the stories, some

CLASSROOM CLIMATE	HELPFUL CLASSROOM TECHNIQUES
	illustrate the stories, and still another group arranges the work and puts the book together. - Collaborate at intermediate level in giving a class program. Child with talent in art, assist in planning backdrop for stage when play is to be performed. Child who interprets well, contributes to the dramatic work. Child with writing skill, works out the dialogue or contributes to a class paper. Child who sings well, participate in chorus. Child with sense of rhythm, work out a dance interpretation.
There should be classroom activities that promote responsibility for leadership.	Experience with a leadership role helps develop the ability to lead in children. Some attempt should be made to broaden the base of leadership as children work together, through interchanging roles. Example - Give a child an opportunity to act as chairman. Put it on a rotating basis. - Delegate responsibility for planning special projects. - Rotate leadership to broaden the base of leadership. Experiences in being school or classroom officers.

B. Teaching English as a Target Language

The teacher of Spanish-speaking children needs to be aware and willing to make curriculum adaptations necessary for cultural competence. This section includes insights for teaching English as a second language. This becomes a target for adequate communication patterns that establish cultural competence. These children are not truly bi-lingual. They do not read and cannot write their speaking language. They have a lingual disadvantage. These children even lack an understanding of the origins of their speaking language. Schools can provide these lingually disadvantaged an advantage by providing the target of learning a complete language.

Dr. Faye L. Bumpass states[3] that often there is insufficient material to aid the children for whom English is the second language. She makes the following recommendations:

First: ...language is and remains a phenomenon of "sound." It may have auxiliary help from gestures, pictures, and writing, but it is basically sound. Writing is a graphic representation of sound symbols; the printed words are not pictures of things but represent symbols which in turn represent things.

Reading is reaction to this graphic representation of sound symbols in terms of recognition and understanding....When teaching reading to children who are learning English as a second language, the teacher must remember that the major purpose of reading is to get meaning from the written page.

Second: ...that a person listening to another language actually does not "hear" the sound units which do not exist in his native tongue. His ear has not been trained to hear sounds that do not exist in his native language. When he hears someone say them, he tends to substitute some sound in his own language that is similar.

Bearing this principle in mind, the teacher will be more specific during her presentation of new lexical items in order to insure correct pronunciation of them by the group whose native language is one other than English. A presentation that is too generalized will result in frequent substitutions. For example, Spanish-speaking children may substitute "mees" for "miss" and "choose" for "shoes." Not only will there be countless substitutions of one phoneme for another, but there will also be improper voicing and aspiration, failure to detect unstressed vowels, and use of faulty patterns of stress and rhythm.

Third: ...a person who does not "hear" the sound nonexistent in his native language may be taught to "hear" it by learning how to produce it correctly. Recognizing this finding, the teacher may be motivated to work out a step-by-step method of presentation which will help the children who do not speak English fluently to correctly produce sounds which are difficult for them.

Besides learning to present all basic features of the sound system clearly and exactly, the teacher must use simple graphic means of presentation and effective kinesthetic aids that will assist young children in producing sounds without the use of too much analysis. She must be sure to provide for intensive repetition of all sound elements in sentence context.

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[3] Faye L. Bumpass, "Bridging the Gap Between Oral Language Learning and Instruction in Reading for the Child Who is Learning English as a Second Language," *The A and B Reading Bulletin*, No. 112 (Boston: Allyn and Bacon) pp. 1-2.

The following sections are included to make these concepts more adaptable to the classrooms that administer to the needs of the child who is learning English as a second language. The sections Some Language Difficulties, Differences Between the Spanish and English Language and A Composite Word List for a Speaking Vocabulary are outstanding items which contribute to the understandings necessary to developing a target for children who speak Spanish as mother tongue. Advantage must be gained in English if these children are to lose their disadvantage of poor language understandings. A competence in English as well as Spanish will provide advantage necessary to cultural affluence. Children who are lingually disadvantaged in terms of the lack of the experience needed to give meaning to English words are the chief concern of these materials.

1. Some Language Difficulties[4]

The most important first step in the many series of steps to be taken by the Spanish-culture background students, is the desperate and immediate need for a fluent and correct command of the English language. The lingual disadvantage needs to be turned into an advantage. But, very little work has been done to help students with their enunciation and pronunciation problems; yet, the Spanish language differs greatly from the English language in this respect.

The peculiar English enunciation and pronunciation difficulties of the Spanish-culture background student seriously divide this group of students from the English encultured. It is imperative for the Spanish-culture background students to quickly and efficiently learn to correctly enunciate and pronounce the English language.

The purpose of this material is to determine (1) what the most common errors of English enunciation and pronunciation are; (2) understandings of cause-effect relationships which produce the errors; (3) ways of evading, if possible, such errors, and (4) suggested remedies that might be successful in lessening time and effort expended in the teaching of correct enunciation and pronunciation to boys and girls whose mother tongue is Spanish. This material could be quite technical and complicated but a determined effort has been made to keep it as practical as possible for the use of busy homeroom school teachers.

Data on errors were derived largely from (1) general observation for a number of years; (2) personal experience; (3) specific observation in case study work with special emphasis given to oral reading and conversation; (4) books, magazines, bulletins, and papers on the subject.

Some of these causes will overlap each other, but, in general, findings may be summarized as follows:

I. Articulation

  A. The chief cause of poor enunciation lies in the articulation of vowels and combinations of vowels. The Spanish vowels and semivowels:[5]

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[4] Adapted from Eva R. Borrego, Professor of Education, Adams State College. (Used with her permission)

a--a in padre-car
e--e in eso-lesson
e--e in ser-separator
i--i in pido-picaresque
o--o in hora-ornate
o--o in flor-core
u--u in luna-lute
i--i in aire-I
u-- in causa semi-vowels
ow in cow

these are produced by a definite dropping and moving of the lower jaw. The facial muscles, relaxed and facile, produce pronounced expressions. The English vowels[6]

ee--e in me
i--i in it
ay--ay in day
e--e in met
a--a in care
a--a in cat
ir--i in bird
a--a in amid
u--u in up
oo-oo in boot
oh--o in note
aw--a in tall
o--o in stop
ah--a in father

as a rule can be articulated without a dropping of the lower jaw. The face need not show much expression. Whenever vowels, semivowels or combinations of vowels in English enunciation are produced by a moving and dropping of the lower jaw, the enunciation is nearly always correct. There is a tendency to pronounce short vowels as long vowels.

stop--stohp
brush--brahsh
finger--finghr
oven--ohven
it--eet
ball--bahll
book--book
boot

In Spanish all the vowels of a word have a clear quality and are not slurred as is often done in English. Therefore children will need to learn to sound certain combinations of vowels by slurring them:

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[5] Thomas Navarro and Aurelio M. Espinosa, A Primer of Spanish Pronunciation (Chicago: Benj. H. Sanborn & Co., 1927), p. 13.

[6] Nemoy-Davis, The Correction of Defective Consonant Sounds (Magnolia, Mass.: Expression Company-Publishers, 1954), p. 31.

chair
fair
stair
pounce
bounce
because
people
saucepan

Special drills for vowel pronunciation will overcome many deficiencies along that line.

Short vowel key words[7]

candy
pans
sack
hands
bag
man
lantern
rattle
kitty
big
will
pitcher
hill
dishes
fifteen
hungry
dust
run
jump
bunny
supper
hot
pocket
box
helpers
beg
seven
fence
pencil
letter
tent

Note:
Ask pupils to watch your lips as you pronounce the words clearly and distinctly. If the room is quiet, as it should be for all work in phonetics, there is no need of exaggerating the sounds in order to make them clearly audible.[8]

B. Possible remedial work

1. Songs to condition facial muscles:

a. I'M AN OLD COWHAND

Step a-side you or-ner-y Ten-der-feet--
Let a big bad buck-er-oo past
I'm the tough-est hom-bre you'll ev-er meet--
Tho' I may be the last. Yes-sir-ree.
We're a van-ish-ing race. No-sir-ree can't
last long--
Step a-side you or-ner-y Tender-feet, While
I sing my song--

Cho.
I'm An Old Cow-hand---from the Ri-o Grande--
But my legs ain't bowed--an my cheeks ain't tanned--

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[7] Anna Dorothea Cordts, *The Word Method of Teaching Phonics*, (Chicago: Ginn and Co., 1929), p. 7.

[8] Ibid. p. 16.

I'm a cowboy who nev-er saw a cow, Nev-er roped a steer
'cause I don't know how, and I sho' ain't fixing to
start in now.
Yip-py-I-O-Ki-Ay, Yip-py-I-O-Ki-Ay.

I'm An Old Cow-hand--from the Ri-o Grande--
And I learned to ride--'fore I learned to stand--
I'm a rid-in' fool who is up to date, I know ev-'ry
trail in the Lone Star State, 'cause I ride the
range in a Ford V-Eight.
Yip-py-I-O-Ki-Ay, Yip-py-I-O-Ki-Ay.

b. SKIP TO MY LOU

Lost my girl, now what will I do;
Lost my girl, now what will I do;
Lost my girl, now what will I do?
Skip to my Lou, my darling.
Cho.
Skip, skip, skip to my Lou;
Skip, skip, skip to my Lou;
Skip, skip, skip to my Lou;
Skip to my Lou, my darling.

c. PLAY BALL[9]

Play ball, play ball,
Everyone likes to play ball,
Sometimes you catch it and sometimes
you miss,
But when you miss remember this:

Let the ball roll, let the ball roll,
No matter where it may go;
Let the ball roll, let the ball roll,
It has to stop sometime, you know.
Play ball, etc....

2. Poems - Jingles

PIN LORE[10]

See the pin and pick it up
All the day you will have luck;
See a pin and let it lay, (pick, pin, luck)
You'll have bad luck all that day.

Needles and pins!
Needles and pins! (needles)

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[9] Gerald Marks and Rose O'Neil, Sing A Song Of Safety, (New York: Irving Caesar, 1936).

[10] B. A. Botkin, editor, A Treasury of American Folklore, Foreword by Carl Sandburg (New York: Crown Publishers, 1944), pp. 79-791.

FIFTY FROGS

Fifty frogs a jumping
Fifty frogs I saw
Fifty frogs a jumping (fifty)
Fifty frogs I saw. (fifty)

THE BEE

What does the bee do?
Bring home honey.
What does father do?
Bring home money. (honey, money, does)
What does mother do?
Pay out money.
What does baby do?
Eat up the honey.
__________Christina Rossetti

SEVEN TIMES ONE ARE SEVEN

I am so old, so old I can write a letter;
My birthday lessons are done.
The lambs play always, they know no better.

(birthday - birsday)

HEY DIDDLE DIDDLE

Hey diddle diddle
The cat and the fiddle
The cow jumped over the moon.
The little dog laughted,
To see such a sport
And the dish ran away with the spoon.

KNOW YOUR LESSON

Know your lesson with expression?
They ask me everywhere.
(lesson, everywhere)
I know my lesson with expression!
I answer with a glare. (glare)

3. Choral Speech[11]

John Cook has a little grey mare (Hee, haw, hum)
Her back stood up and her bones they were bare, (Hee, haw, hum)

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[11] S. Keppie, Teaching of Choric Speech (Boston: Expression Co., undated).

John Cook was riding up Shooter's bank, (Hee, haw, hum)
And here his nag did kick and prank, (Hee, haw, hum)
John Cook was riding up Shooter's hill, (Hee, haw, hum)
And his mare fell down and made her will, (Hee, haw, hum)
The saddle and bridle she laid on the shelf.
If you want any more you can sing it yourself.

WHISTLE, WHISTLE, OLD WIFE

"Whistle, whistle, old wife, and you'll get a hen."
"I wouldn't whistle," said the wife, "if you could give me ten."
"Whistle, whistle, old wife, and you'll get a cock."
"I wouldn't whistle," said the wife, "if you gave me a flock."
"Whistle, whistle, old wife, and you'll get a coo."
I wouldn't whistle," said the wife, "if you could give me two."
"Whistle, whistle, old wife, and you'll get a gown."
"I wouldn't whistle," said the wife, "for the best one in town."
"Whistle, whistle, old wife, and you'll get a man."
"Wheeple, whaupple," said the wife, "I'll whistle if I can!"

There was an old man in a tree[12]
Who was horribly bored by a bee,
When they asked, "Does it buzz?"
He replied, "Yes, it does!
It's a regular brute of a bee."

__________Edward Lear.

II. Tongue placement

A. Tongue placement is another important factor in producing the right enunciation. The Spanish spoken in the Southwest does not employ the th sound. Children do not know where to place their tongues to produce such a sound, so they will say:

tread for thread
tree for three
tank for thanks
tick for thick

The final d is often not heard although it is sounded, as in:
climbed
told

Children will also confuse c, s, and z sounds, because in Spanish the tongue placement is almost identical. In English for these sounds, the tongue is placed differently in each case. The word cinco has two sounds, so has the word concern. Children like to hear similarities as well as differences.

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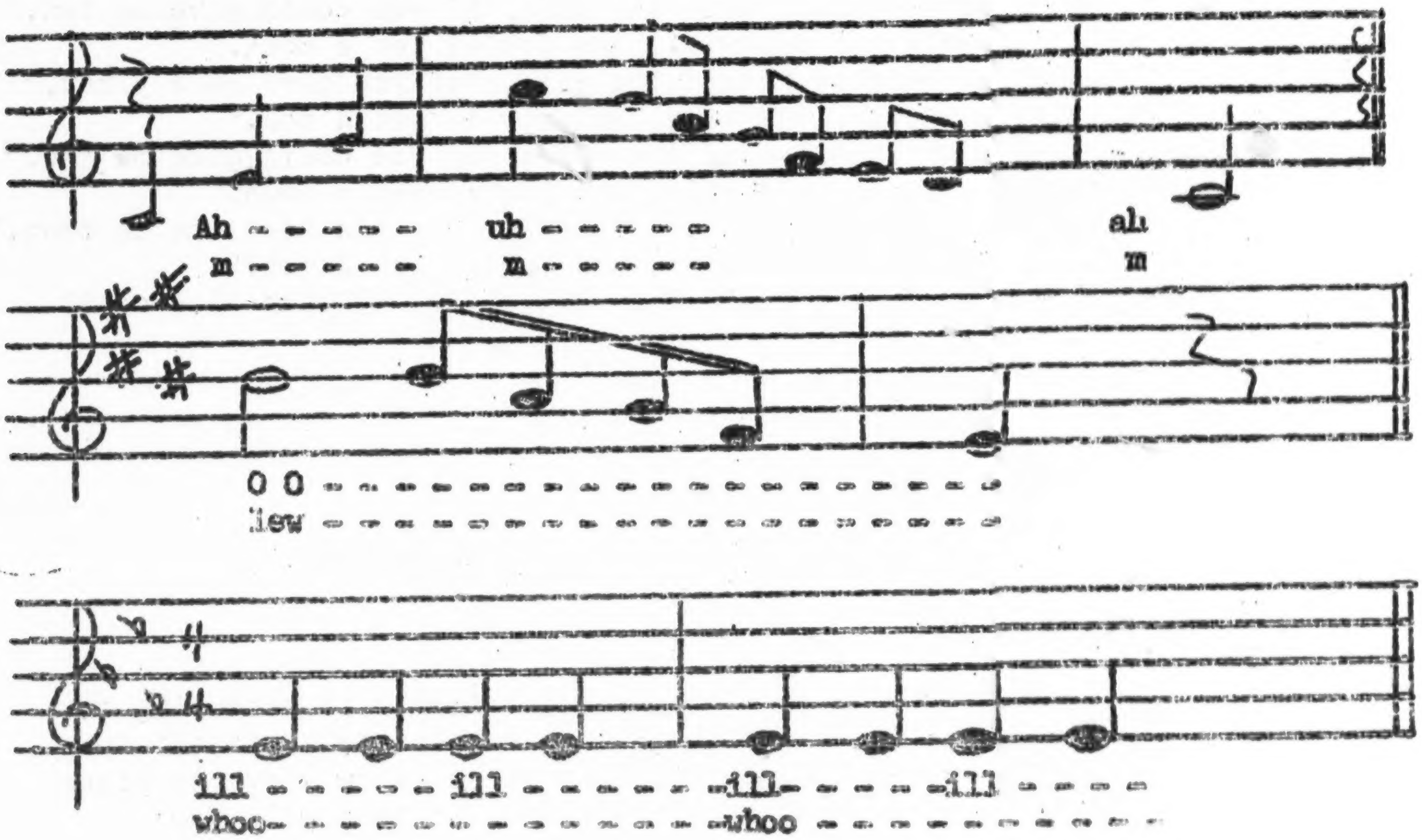
[12] Effie Bathurst, Phonograph Records as an Aid to Learning in Rural Elementary Schools (New York: The University of the State of New York, The Education Department, 1943).

B. Possible Remedial Work

1. Voice exercises:



2. Game - THREAD THE NEEDLE

Have the children sitting in a circle. Have a large needle and some thread. Count three and let someone thread the needle. Count three and repeat:

One, two, three
Thread the needle.
Thank you, thank you.

For breath sound as in "thank" place tongue against the back of the upper front teeth and force the air through. For the voice sound, place the tongue in the same position as for the breath sound but force the voice through.

B. Possible Remedial Work

1. Making sounds
   Escaping steam from a teakettle makes a buzzing noise like this: z-z-z-z-z-.

   To make these sounds place the tongue back of the upper four front teeth, bring the jaws almost together, the space between the upper and lower teeth is very small. The s sound is a breath sound...the z is voiced.

2. Tongue twisters.
   "Dis" - this
   Thelma thanked them for the thi ble.
   Thirteen thirsty thrushes flew through the thicket.

   Way down in Arkansas, I saw a saw that sawed the best of any saw I ever saw saw. Father saw the same saw and he said it sawed the best of any saw he ever saw saw.

   She sells sea shells down by the seashore. (Repeat.)

3. Stories

   The Story of Chicken-Licken
   (Ending of story)

   "But Fox-lox took them into the fox's hole and he and his young ones soon ate up poor Chicken-licken, Henny-penny, Cocky-locky, Ducky-lucky, Draky-laky, Goosey-loosely, Gander-lander and Turkey-lurkey, and they never saw the king to tell him that the sky had fallen!"

IV. A. These are the errors in speech sounds most frequently made:[13]

1. The voiceless Spanish sounds are often substituted for the voiced English sounds: f for v; s for z; t for d; k for g. This substitution is most frequently made at the end of words; for example, ret for red, bus for buzz, etc. The s in plurals and at the end of third person singular verbs in the present tense is often given the s sound instead of the more common English z sound. Call attention of Spanish-speaking children to the fact that these endings differ in form and pronunciation for different words.

2. S, f or t is sometimes substituted for the voiceless th; for example, tum for thumb.

3. Z, y, or d is sometimes substituted for the voiced th; for example, dan for than.

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[13] Adapted from California State Department of Education bulletin, Teacher's Guide to the Education of Spanish-Speaking Children.

4. B and v are often interchanged.

5. Ch, sh, and zh are similar sounds often interchanged; choes for shoes, shair for chair.

6. J is sometimes substituted for consonant y; jellow for yellow.

7. The sound wh is not made explosively, but sounds more like w; for example, wite for white.

8. The sound ng is made with an added k or g sound following the blend; for example, singging.

9. The sound of short i and long e are interchanged, the e being most often substituted for the i sound; for example, sheep for ship, eet ees for it is.

10. The vowel sounds in words like cat, cup, and brother are made to sound like ah, while the vowel in put is usually made to sound like oo.

These suggestions for method will be helpful:

1. All sounds are best taught by ear. First try to get the child to hear the sound and repeat it without thinking of the speech mechanism involved. Show him how the sound is produced later if he still needs help.

2. Work with consonants first. The vowel sounds are more difficult. Because there are many variations in English vowel sounds and a very limited number in Spanish, many new vowel sounds have to be learned.

3. Work on the correct production of one sound at a time until that is well established. Practice many words using that sound in the initial position in words, in the final position, and in the medial position.

4. Then introduce the other sound which is often confused with this. Practice many words using that sound in all positions.

5. Now give exercises in discriminating between the sounds, first in hearing the differences, then in producing them correctly.

Older Beginners

Occasionally a child enters one of the upper grades as a transfer from Mexico or another country, understanding little or no English. Such a child will necessarily be a special case, with needs to be met by whatever special provisions can be made by the school. The most desirable situation is probably to place the child with other children in his general age range for the major part of the day, giving him individual instruction in the English language for at least one period daily.

When it is not possible to arrange for special instruction, there are several things the teacher in a regular class can do. Five minutes of individual attention from the teacher several times during the day can set the child at tasks which will help him. Use an English-speaking friend to work with him on these tasks. Here are some suggestions for work on English for such a situation:

1. Work with real objects in the room, teaching the phrases the child needs immediately. Let the child who is acting as helper carry on the practice you outline for the day.

2. Have the child make scrapbooks, showing common nouns and actions. Classify these so that he learns the vocabulary for games, for shopping, for meals, for work people do. Talk about these pictures, asking and answering questions. If the child has already learned to write another language, have him start writing in English as he learns speaking. Remember that the spoken English is his primary need.

3. Start him working through a pre-primer and primer program as soon as he can speak enough English to understand what he is reading--and not before. Have him do much reading aloud with his helper partner.

4. Try using one of these books or such parts as seem helpful.

   Richards, I. A. and Gibson, C. M. English through Pictures.
   New York: Pocket Books, Inc.
   This is written for adults, but is useful for boys and girls in grades 6-8.

   Rojas, Pauline M. Et Al. Fries American English Series, Book One and Book Two. Teachers' Manual. Boston: D. C. Heath Co., 1954.
   These are texts designed for Puerto Rican boys and girls 10-12 years of age who are learning English as a second language. They are helpful in grade 4 and above.

V. B. Possible Remedial Work

1. Tongue twisters

   A big black bug bit a big black bear. (3 times)
   Peter Piper picked a peck of pickled peppers. (3 times)
   Tiny Tommy touched the ticklish tiger. (3 times)
   Do dandy doings daringly. (3 times)

2. Poem

FINGER POEM

Five little rabbits went out to walk.
They liked to boast as well as talk.
The first one said, "I hear a gun."
The second one said, "I will not run."
Two little ones said, "Let's sit in the shade."

The big one said, "I'm not afraid!"
Bang, bang! went a gun,
And the five little rabbits run.

3. Rope skipping rhyme:

TEDDY BEAR

Teddy bear, teddy bear, turn around;
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, tie your shoe;
Teddy bear, teddy bear, now skidoo!

VI. Lip Placement

A. Lip placement drills will tighten the facial play of muscles. English enunciation is so much tighter than Spanish. People who have mastered the English language usually speak with clear-cut enunciation that reveals a conscious tightening of facial muscles. The b and v, the m and n are excellent letters for lip placement practice.

B. Possible Remedial Work

B and V need special drill. The spanish sound for these is almost the same . . . . (Lobato-Lovato)

1. Jingle
Be very, very good,
Naughty do not be! (repeat)

Show how the lips must be together, how the air is pushed out to make the sound of the b.

Show how the upper teeth fit over the lower lip to produce the v sound.

Verily, verily, verily. (repeat)
Button, button--Who has the button?

2. Music
Use musical voice-exercises substituting the following:
moo ....moo............
nu .... nu............na..........na.........
boo ....boo............
voo .... vo............voo........

3. Sentences
Make up a story about Betty and Vera.

VII. Unfamiliar letter sounds

A. Children rarely have a working knowledge of the letter sounds h and w. As a separate sound the Spanish h is silent; the w has a double u sound. However the English h and the Spanish j have much in common. The w causes such mixups as having a fricative consonant, i.e. g - w, ... agua becomes agwa (double u sound), ... bueno becomes gueno, and eventually woman becomes gooman!

B. Possible Remedial Work

To make the sound of w, fix the lips as if for whistling, and force the voice through. (whistle songs)

1. Songs

THE WINDMILL[14]

At the setting of the sun,
The windmill's day is done.
The bells softly peal,
The neighbors come for meal,
Then homeward run
To bake a crusty bun!

(use of peal for ring,
and the sound of both
peal and meal.)

"SANCTUS"[15]

Holy, holy, holy, merciful and mighty,
Holy, holy, holy, holy is the Lord!
Wonder, love and glory, shine from sea to sea.
Holy, holy, holy, holy Lord is He.

2. Tongue twisters

How much wood would a woman willingly bring. (repeat)

One woman, two women, one woman, two women,
One woman, one hundred women.

VIII. Accent

A. All Spanish accent is important, stressed accent is extremely important. The Spanish ear is sensitive and likes to hear accentuations. Many children will accentuate English words only because the habit of stressing is so powerful. Boys and girls will also accent English words that have the same spelling as Spanish words, for example:

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[14] Marguerite V. Hood, G. Gildersleeve, H. Leavitt, and C. Kirby, Singing Days, The World of Music series, (New York: Ginn and Co., 1944) p. 94.

[15] Marguerite V. Hood, et al., On Wings of Song, pp. 11-16.

animal ------ animal
hospital ---- hospital
papa -------- papa
mamma ------- mamma
doctor ------ doctor

Let children discover the cause of difference in sound.

B. Possible Remedial Work

1. Sentences

A dog is an animal. (mention other animals)
Many animals help us.
Hello papa. (father)
Hello mamma. (mother)
My papa and my mamma showed me an animal hospital
There was a doctor in the hospital.

2. Rope skipping rhymes[16]

I told ma,
Ma told pa;
Johnny got a lickin'
Hee, hee, haw!
Salt, vinegar,
mustard, pepper. (Gradual increase of speed)

IX. Attuning the ear to English sounds.

A. Countless errors are made because the ear is not attuned to English sounds. The difference in sound is not heard. A child hears the correct pronunciation of the word cream but he hears and repeats crem. Poor enunciation of the following words is due largely to lack of ear training in English sounds:

hill ---- heel
this ---- these
quit ---- quiet - quite
of ------ off

B. Possible Remedial Work

1. Contrast

a. Hill
Jack and Jill
Went up the hill
To get a pail of water, etc.

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[16] Ibid.

Heel, toe,
One, two, three.
Heel, toe,
And one, two, three

b. Finger play

This

These are mother's forks and knives
And this is mother's table.
This is sister's looking glass
and this is baby's cradle.

c. Jingles

Ship

I saw a ship a sailing,
A sailing in the sea
And oh, it was all laden,
With pretty things for thee.

Sheep

Baa, baa black sheep
Have you any wool?

d. Sentences

Of - Off
"Take care of the baby."
The book fell off.

X. Sentence rhythm

A. In Spanish there is a sentence rhythm or accentuation as well as a word rhythm. Sometimes the children are pronouncing the words correctly but the sentence rhythm produces a strange sound-effect of the whole articulation. Positive teaching of a correct habit of speaking is requisite. Making a child self-conscious is destructive. Choral speech is immensely useful.

B. Possible Remedial Work

1. Student participation

a. Active games

Pum, Pum Pull Away
Run Sheep Run
Touch Football
Volley Ball

b. Singing games

Farmer in the Dell
London Bridge is Falling Down

Blue Bird Through My Window
A Tisket A Tasket

c. Dramatizations

Jack and Jill
Three Bears
Red Riding Hood
Three Little Kittens
Three Pigs

d. Music

(1) Action songs
I See You
How Do You Do My Partner
Hickory, Dickory, Dock

(2) Rounds
Frere Jacques - Brother John
Three Blind Mice
Scotland's Burning

(3) Other songs
Little Jack Horner
My Home's in Montana
Country Gardens

(4) Rhythm band
Accented music

e. Speech

Conversation
Planning
Sharing

f. Choral Speech

Poems that fit the specific needs.

g. Listening - Intelligent Audience
Attuning the Ear

(Told, read or sung)
Stories
Poems
Anecdotes
Riddles
Descriptions
Jingles
Songs

In teaching clear enunciation, the teacher proceeds from the known to the unknown. The teacher should know the child's past experiences, background, immediate environment and heritage. In this study, all this necessary teacher-knowledge hinges on the fact that another language was involved. If the teacher knows, can anticipate, can provide remedies for probable errors before those same errors happen, then significant progress is achieved.

To know what causes poor enunciation is necessary; to do something about it is wise; to follow up the actual functioning of a new language is the essence of real teaching. Good teachers everywhere, regardless of community types, individual differences, or grade levels, should unobtrusively yet constantly strive for good enunciation and pronunciation.

Words That Need Careful Drill

chilly--chile
know-ne--grow-now
pop--pup
eyes--ice--I's
fan--fun
three-tree
flour--flower
none--nun
for--from--form
yellow--jello (hielo)
lick--leak
fit--feet--fight
then--there--thin
pick--peek--peak
right--write--wright
class--glass
year--ear
live--leave
eat--it
sea--see
wood--would--wooed
sill-seal--sell
puddle--poodle--paddle
nut--know--not
but--tub--bought--butt
week--weak
there--their--they're
clean--cleaning
cleanse--cleanliness
hit--heat
ball--bowl--bawl
slip--sleep
son--sun
were--wear--ware
seek--sick
eight--ate
ship--sheep
seat--sit
meet--meat
great--grate
did--died--deed
fill--feel
draw--drew
bow--bough--beau
are--our--hour
robber--rubber
blue--blow
red--read
pear--pare--pair
sail--sale
I--eye--aye
in--on
fare--fair
beer--bare
for--fore--four
pitcher--picture
rich--reach
been--bin--bean
quite--quit--quiet
off--of
hot--hat--hut
hand--hound
dog--dug
fall--fool--full
was--saw
stop--spot
thread--tread
shock--choke
collar--color
say--said
keys--kiss
beat--beet--bit--bite
mean--mine
this--these
green--grin
soon--noon
waist--waste
rise--rice
die--dye
come--came
dear--deer
nose--knows
chip--cheap
wrote--rote
tooth--teeth
to--too--two
which--with
be--bee
cent--sent--scent
on--no
hill--heal--heel
so--slew

Most teachers have their own personal repertory or collection of stories, poems, jingles, riddles, folk dances, singing games, songs, and other materials that can be used to advantage as remedial measures. This material is designed to help and guide only. Each teacher solves each problem individually.

It is recommended that the homeroom teacher should strive to instill an added love and appreciation of the Spanish language, but should not herself use Spanish to the class as a group. If an individual child absolutely needs special instruction where using Spanish is the only way of communicating the correct idea, then, a private conference is better. A teacher who knows and understands Spanish, should anticipate the nine named causes of pronunciation errors more easily than one who does not have this background.

2. DIFFERENCES BETWEEN THE SPANISH AND ENGLISH LANGUAGE

The Spanish and English languages have many different idiomatic expressions that need special attention. Teachers working with youngsters of Spanish-speaking background should keep in mind the following differences and provide opportunities for practice and study on a continuing basis:

1. Double negatives are used in Spanish and are correct as opposed to being incorrect in English.

2. There are two verbs for the verb "to be" in Spanish. Verbs are:

   ser - used in the true sense of being like, "I am a man."

   estar - a place or condition which is not permanent and is used when feeling ill, or badly. For example, in English we would say, "I am sick." In Spanish we would say, "I have sick." In English we would say, "I am ten." In Spanish we say, "I have ten years."

3. In English the adjective precedes the noun. In Spanish the adjective follows the noun unless it is to be emphasized. For example, in English we would say "the white house." In Spanish it would be "the house white."

4. In English we would say, "Come here," and answer, "I am coming." In Spanish we would say, "Come here," and answer, "I am going." In Spanish you can only come to where you are, and from there you must go.

5. In Spanish all nouns are either feminine or masculine and must be accompanied by articles. A masculine noun ends in "o", and a feminine noun ends in "a." All mixed groups in Spanish are masculine.

6. In Spanish contractions are not used. "They're," for example, would have to be taught.

7. In the Spanish language possession is shown by use of the preposition "of" instead of an apostrophe.

8. In the English language capitals are used for the names of countries, communities, etc., whereas capital letters are not used very often in the Spanish language. The use of periods and capitals has to be emphasized. The Spanish language is very informal in this respect.

9. The Spanish language does not use different spellings of the same word to make plurals, such as the English use of the words "man" and "men" or "sheep" and "sheep" for both the singular and plural. This concept should not be introduced, however, until there is mastery of plurals ending in "s."

10. The Spanish language does not use "a" and "an" as in English. This is another area that has to be explained very carefully and many examples given so that it will become familiar to children.

11. Spanish-speaking students frequently have difficulty understanding the expressions "to break off," "to cut off," "to tear off," etc.

SPANISH EQUIVALENTS OF SOME ESSENTIAL IDIOMS

get on	subir	go out	apagarse, salir
get off	bajar, apearse	as yet	hasta shora
put on	ponerse	have to do with	tener que ver con
take off	quitarse	hang up	colgar
turn off	apagar, cerrar	leave out	omitir
turn on	encender, poner	count on	contar con
right away	inmediatamente	make friends	hacer amigos
at once	inmediatamente	out of order	descompuesto
get up	levantarse	at times	a veces
at first	al principio	look over	examinar
wait for	esperar	have time off	tener tiempo libre
at last	por fin	keep on	seguir
as usual	como de costumbre	put out	apagar
find out	averiguar	all of a sudden	repentinamente
look at	mirar	to be over	terminado
look for	buscar	be up	terminado
all right	satisfactorio	on time	a tiempo
right here	aqui mismo	in time	a tiempo
little by little	poco a poco	get better	mejorarse
tired out	muy cansado	get sick	enfermarse
call on	visitar	had better	es mejor que
never mind	no se preocupe	would rather	preferir
to pick out, decide	escoger	by the way	a proposito
take one's time	tomar su tiempo	put off	postponer
talk over	discutir, tratar de	be about to	estar para
lie down	acostarse	turn around	dar una vuelta la
stand up	ponderse de pie	take turns	alternarse
sit down	sentarse	pay attention	prestar atencion
all day long	todo el dia	go on	seguir
by oneself	solo	over and over	repetidamente
on purpose	adrede	wear out	gastarse
make no difference	ser igual, lo mismo da	wake up	despertarse
take out	sacar	be in charge of	estar a cargo de
take part	participar	have charge of	tener cargo de
wait on	servir	get in touch with	comunicarse con
at least	por lo menos	have a good time	divertirse
so far	hasta shora	take care of	ocuparse de, cuidar
take a walk	dar un paseo	once in a while	de vez en cuando
try on	probar	used to	soler
take a seat	tomar asiento	be used to	estar acostum brado
think over	pensarlo	get used to	acostumbrarse
put away	guardar	make believe	pretender
shake hands	dar la mano	to make sure	estar seguro
look out	tener cuidado	now and then	de vez en cuando
think of	pensar de, paracerle	make out	salir bien, irle bien
make up one's mind	decidir	go with	ir con, salir con
for the time being	por ahora	come from	venir de
get over	restablecerse	make good time	viajar rapidamente
call off	cancelar	mix up	confundir, mexclar
for good	permanentemente, para siempre		
in a hurry	apurado	see about	ver ocuparse de
fall in love with	enamorarse	get rid of	deshacerse de

3. A COMPOSITE WORD LIST FOR A SPEAKING VOCABULARY *

Most authorities agree that the lingually disadvantaged child should have a speaking vocabulary of from 400 to 500 words before he begins reading. Compiled is a list of words that may be used by new teachers as a source of reference for guidance in teaching vocabulary words to bilingual children.

The following list of words was compiled from four sources as follows:

1. "Standard Minimal Speaking Vocabulary for Pre-First Grade" Compiled by the San Jose Training School).

2. "Vocabulary for Beginners" Compiled by Fresno County Project, Fresno, California.

3. "Basic Speaking Vocabulary", Teachers Guide to Education of Spanish-Speaking Children, Bulletin No. 14, California State Department of Education, Sacramento, 1952.

These lists were compared with:

4. "The Dolch Basic Sight Vocabulary List" and "95 Common Nouns" which include words that make up 50 to 75% of all reading matter in school subjects.

This list includes both sight words and words that lingually disadvantaged, and for that matter any disadvantaged, children should know. The source of each word is given. Some words were listed only in one list, but were included because the writer knew from experience that children will need to know them. For example, Tireman left out "which"; Dolch included it. There are words as "tractor" or "squirrel" that were not included in all the lists. The teacher should adapt this list to her own particular need.

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*Editor's Note to the Teacher:

An understanding that must be possessed by the teacher is that words are symbols for transmission of culture-related ideas. The continuing expansion in pupils of understanding the full meanings of words must be a process that has no end. The major importance of words is in their meanings. An apple is a very objective thing. If the initial image of "apple" is a red apple there is additional learning taking place when the child learns that there is also "apple-yellow," "apple-green." As the areas of more complex vocabulary semantics are entered, it is important to aid the child in developing a sense of need for understanding the fact that a word may be used with primary denotation meaning, or in more complex conversation, a word may be used communicating connotative meaning. Many words possess the quality of ambiguity; a condition where the intended meaning can be known only by relating the use of the word with the idea being expressed. Thus, the "cultural semantic" in words becomes an important element in communication.

CODE

1. Words that are unmarked are included in all lists.

2. If a word is included only in three lists it is indicated by an asterisk (*). The letter in parenthesis indicates which list did not include this word.

3. Letters in parenthesis without * indicate the lists in which that particular word is included.

4. What letters indicate:
D--Dolch list
F--Fresno County list
T--Tireman list (San Jose Training School)
C--California Education Department list (Bulletin No. 14)

1. a
2. about* (D)
3. after
4. afternoon
5. again
6. air (T)
7. airplane
8. all
9. almost
10. alone (T)
11. along (T)
12. already (T)
13. am
14. an* (F)
15. and
16. another (T)
17. any (T,D)
18. anything (T)
19. apple
20. are
21. arm
22. around
23. ask
24. as (D)
25. at
26. ate (D)
27. automobile (C,T)
28. away
29. baby
30. bad* (D)
31. back
32. bag (T)
33. ball
34. banana (C)
35. basket* (D)
36. bath* (D)
37. bat (C)
38. bean (F)
39. bear* (F)
40. because (D)
41. bed
42. be
43. been (D,T)
44. before (F)
45. begin (C,F)
46. bell
47. best (T,D)
48. big
49. bird
50. birthday
51. black
52. block
53. blow* (D)
54. blue
55. boat* (F)
56. box
57. boy
58. bow (T)
59. bread
60. breakfast
61. bring
62. broom (F)
63. brother
64. brought
65. brown
66. brush (C,F)
67. build (T,F)
68. bus (F)
69. but (D,T)
70. butter
71. buy
72. by* (C)
73. cake
74. call (T,D)
75. care (T)
76. came
77. can
78. candy
79. cap (C,T)
80. car
81. carrot (C)
82. carry
83. cat
84. catch* (D)
85. cent (F,C)
86. chair
87. chalk (F)
88. chicken
89. children
90. choose (F)
91. Christmas (T,D)
92. church (T)
93. circle (F,C)
94. clay (F,C)
95. clap* (D)
96. clean* (D)
97. clock* (D)
98. clothes (T)
99. coat
100. cold
101. color
102. comb* (D)
103. come
104. cook (F)
105. corner (T)
106. corn (T,D)
107. cough (F)
108. count (F)
109. cow
110. crayon* (D)
111. cross (F)
112. cry* (D)
113. cup* (D)
114. cut
115. daddy* (D)
116. dark* (D)
117. day
118. dear (F,C)
119. did
120. different (T)
121. dinner (T,C)
122. dirth* (D)
123. does
124. dog
125. doll
126. dollar
127. do
128. done
129. don't

130. door
131. down
132. draw
133. dress
134. drink
135. drum
136. dry* (F)
137. duck* (F)
138. each
139. ear* (D)
140. eat
141. egg
142. eight
143. end* (D)
144. erase (F)
145. eraser (F)
146. every (D)
147. everyone (F)
148. excuse me* (D)
149. eye
150. face
151. fall
152. family (F)
153. farmer (C)
154. far (D)
155. fast
156. father
157. feed (F)
158. feet (F)
159. field (F)
160. find
161. finger* (D)
162. fingernail* (D,T)
163. fire (T)
164. firm (T,D)
165. first
166. fish* (D)
167. five
168. fix
169. flag
170. flower
171. fly
172. food* (D)
173. foot (F)
174. for
175. fork (F)
176. found
177. four
178. friend (F)
179. from
180. front
181. fruit
182. full (T,D)
183. fun* (D)
184. funny
185. game
186. garage* (D)
187. garden
188. gave
189. get
190. girl
191. give
192. glad
193. go
194. goes
195. going
196. good
197. good-by
198. goodmorning
199. got
200. grandfather
201. grandmother (D)
202. grass
203. great (T)
204. green (T)
205. ground
206. grow
207. guess
208. had
209. hair
210. half (T)
211. hall* (D)
212. hammer* (D)
213. hand
214. handkerchief
215. happy
216. hard (T,D)
217. has
218. hat
219. have
220. he
221. head
222. hear* (D)
223. hello
224. help
225. hen (C)
226. her
227. here
228. hide* (D)
229. high* (D)
230. him
231. hit* (D)
232. hold
233. hole
234. hop
235. horn
236. horse
237. hot
238. how* (C)
239. hurt* (C)
240. I
242. I'll
242. ice cream (F)
243. if
244. in
245. into (F)
246. is
247. it
248. its
249. jump
250. just (T,D)
251. kind* (F)
252. kitty* (F)
253. knees* (D)
254. knife* (D)
255. know
256. ladies (T)
257. late* (D)
258. lay (T)
259. laugh
260. learn
261. leaves* (D)
262. left
263. leg
264. let
265. letter
266. lie* (D)
267. light
268. like
269. line (F)
270. listen
271. little
272. live
273. long
274. look
275. lost
276. lot (T)
277. love
278. lunch
279. made
280. make
281. mail (F)
282. man (C,T)
283. marbles (C)
284. may (T,C)
285. me
286. mean (T)
287. meat* (D)
288. men
289. might
290. milk
291. mine (T)
292. minute
293. money* (D)
294. moon (T,F)

295. more
296. morning
297. mother
298. mouse (T,F)
299. mouth
300. move* (D)
301. much
302. music
303. must* (F)
304. Mr. (T)
305. Mrs. (T)
306. my
307. myself
308. nail* (D)
309. name
310. near
311. neck
312. need
313. nest* (F)
314. never
315. new
316. next* (D)
317. nice
318. nickle (F)
319. night
320. nine
321. no
322. noise (T)
323. nose
324. not
325. nothing
326. now
327. number
328. o'clock
329. of
330. off
331. office
332. oh
333. old
334. on
335. once* (F)
336. one
337. onion (T)
338. only* (F)
339. open
340. or
341. orange* (D)
342. other
343. our
344. out
345. outside
346. over
347. own (T,D)
348. page
349. paint* (D)
350. pair* (D)
351. pan* (D)
352. pants (F)
353. paper
354. park (T)
355. part
356. pencil
357. pennies
358. people
359. piano* (D)
360. pick
361. pictures
362. piece
363. pig
364. pink (T)
365. place (F)
366. plant (F)
367. plate* (D)
368. playground
369. please
370. pocket
371. poor (T)
372. potato
373. pretty
374. pull
375. purple
376. put
377. puzzle (F)
378. quiet (F)
379. rabbit
380. rain
381. ran
382. read
383. ready
384. recess (F)
385. red
386. rest (T,D)
387. ride
388. right
389. ring (T,F)

C. PRESCHOOL AND KINDERGARTEN

It is difficult to over-emphasize the need of preschool training for the culturally disadvantaged child. This is an area that is not seen as the responsibility of a school district; but rather as a community responsibility. If the community recognizes its role, and fulfills it, many benefits will result from this effort.

Attendance officers often find some disadvantaged children forced to remain at home to care for younger members of the family. A day school program would release these children from family imposed decisions that hamper their education. Improved working conditions for parents would result for the family as the anxiety of child care is eased. A curriculum should be adapted so that preschool or kindergarten children should be provided an atmosphere in which each child may succeed.

Some recommendations this program could include are:

1. Constructive play
2. Sharing
3. Toilet habits
4. Table habits
5. Safety
6. Cleanliness
7. Getting along with each other

To make this program possible certain local agencies might be interested in sponsoring a preschool program. Churches, civic organizations such as Lions, Rotary, Federated Women's Clubs, or P-TA might be contacted to help support a center of this type.

The major role of the parents is also evident in this problem. Adequate personnel must be secured and facilities for this center must be available. Both parents of the children of the day center and parents of the community could make contributions to the center.

The kindergarten program will be centered more on the preparation of the child to enter the public schools. This is an important experience for all children; but, especially needed for the culturally disadvantaged child.

The child of this age needs individual attention as demanded by his pattern of growth, but the culturally deprived child needs this experience more than others to help him adjust to the patterns of school life to which he is expected to conform.

The overall objectives of this program are:

1. Social development in the school
2. Acceptance by peers
3. Acceptance by teachers
4. Changed attitudes
5. 400 Word vocabulary
6. Bilingual vocabulary
7. Readiness test for first grade

Further recommendations for a kindergarten program that would be most beneficial for the culturally disadvantaged child would be the establishment of an adequate health clinic.

In School and Classroom

A. Elementary

In living today with any degree of cultural competence a deprived child must attain some degree of communication competence.

Language arts in our curriculum is an attempt to achieve competence in communication. Reading is looked upon as a part of a complex pattern within the language arts. Reading can be successful only after understanding of a basic vocabulary is achieved and as a result of good listening and speaking habits. Reading then becomes an aid to writing and accurate spelling. A language arts program can be presented only in a sequence of: 1. An understanding vocabulary, 2. listening, 3. speaking, 4. reading, 5. writing, 6. spelling; as each is based upon a degree of competence attained in the previous skill. Thus successful spelling cannot be achieved before a reading vocabulary has been obtained.

Vocabulary

The matter of establishing a vocabulary for the lingually disadvantaged child will be found elsewhere in this guide, but every effort must constantly be made to increase vocabulary of the disadvantaged child at all levels of education.

Listening

Listening skills of children can be improved through training. A teacher must never assume that any child understands all he hears or even hears all that is said. She must know her limitations as they actually exist and guide him to higher levels of listening ability and understanding. Understanding how to receive facial expression, emphases, gestures in relation to words uttered are all part of listening. Listening involves certain courtesies, good listening habits, experiments in sounds, rules for improvement and an understanding of the values of good listening habits. Not only should emphasis be placed on listening but group cooperation, personal independence, concern for others, appreciation of nature and the beauty in sound may be stressed.

Improvement of Listening Skills Techniques

1. Play game "Simon Says"
2. Play game "Gossip"
3. Children close eyes and try to guess what sound is being made (tapping glass - snapping fingers, etc.)
4. Sit quietly and listen for sounds of near and afar, high and low, loud and soft.
5. Listen for absurd details in rhymes and familiar stories such as "Mary had a little chicken."
6. Students make charts of "good listening habits"
7. Students make posters illustrating good and bad listening habits.
8. Conduct listening experiments.
9. Form committees to improve listening climate and remove distracting noises.
10. Dramatizations
11. Panel discussions
12. Interviews
13. Pupils give oral programs and others take notes on the content.

Speech

Competence in speech can be accomplished through planning for a maximum of informal learning in group work and play, by periods for direct instruction to supplement incidental learnings and by special emphasis on the needs of the bilingual child. Teachers should provide many opportunities for talking periods for the whole class and for small groups to plan, share and discuss activities that are important and absorbing to them. Focus attention on the ideas to be expressed rather than on the language. Children who become engrossed in ideas overcome the mechanical difficulties. Many children learn to say the words in a book, but meanings are thin when experiences with English are few. Practice for building comprehension should be followed with children who do not get much practice with the English language outside of school.

Improvement of Speech Techniques

1. Show and tell periods
2. Retell familiar stories
3. Dramatizations
4. Role playing
5. Tell about experiences
6. Group discussions
7. Group repeats
8. Bull sessions
9. Explain experiment
10. Explain a hobby or game.

Reading

To communicate freely and be intellectually independent an individual most have a reading vocabulary. Society stresses reading in every walk of life; in machine manuals, in directions accompanying TV dinners, on income tax forms, on job application forms, on dressmaking patterns, and on theater marquees.

Most children from deprived homes come from an environment where there are few reading materials. Their parents either do not read or do not enjoy reading. They have seldom had anyone to read them stories or to tell them stories. Their first school experiences should surround them with the pleasure of reading and the need for learning to read. Charts, labels, bulletin boards, lists, and captions can serve to promote the desire for learning to read. All of the readiness experiences necessary should be provided and formal reading instruction should not begin until the individual child is ready for such experiences. But reading growing out of the child's needs and experiences should continue all through the grades.

A teacher should ascertain the level at which a child can read independently and the level of reading for instruction. The following functional reading test is suggested to help in placing children rapidly.

Edcouch-Elsa Reading Ability Test

To administer the test a child calls a list of words to the testing teachers. If he misses five words, it is an indication that the rest of the words are too difficult. This gives the teacher a definite place and a specific book to have the child read aloud. If the child, in his reading, needs help with more than one word from twenty the material is too difficult. The child is then asked to read from the next lower book until he reads with some degree of fluency. The teacher now asks him questions or she may use the questions which are already provided in the teacher's manual. The teacher has located his reading ability level if he answers the questions and satisfies the teacher that he understands what he reads. The child is then placed at the level where he is able to do good work in:

1. Reading with understanding.
2. Problem solving.
3. Spelling.
4. Participates in class activities.

Additional information which the testing teacher may obtain is passed on to the next teacher at the time the child is assigned to her room. (Such as: he needs help in pronouncing words with th ch, sh and wh sounds; he stops at the end of each line, but disregards commas and periods when they appear in the middle of a line). Where the situation does not justify employing a testing teacher, the principal may administer the test. Testing time takes five to ten minutes.

The test ideas which follow were built from Scott, Foresman and Company, The New Basic Readers Curriculum Foundation Series, 1951. The test consists of approximately one word from every ten pages, of each reader. This method could be followed with any basic series of readers and a test made that is tailored to any particular need. For page number in the book multiply the number of the word by 10. Only the pre-primers and several other books are given here as samples. Schools should make their own tests with the current materials they use.

How this test works:

John, a 9 year old, enrolls in school the 15th day of October, and he does not have any records. All the information about John that can be obtained will be of use to the teacher.

John is tested and the testing teacher will observe closely where he will need help and this information is passed to John's teacher.

John reads the list of words (The New Friends and Neighbors); he misses the word sniff, number 11, and then he misses words blew, bake, hand and gave, words 16, 17, 18 and 19 in Section 21, The New Friends and Neighbors. According to this he should start reading on page 150 since one word from every tenth page was taken to devise this test. (formula: word number times 10 = page number to start reading). John starts to read, but he encounters difficult words and he needs help in more than one word from every 20. The teacher asks him to read story on page 100, and finds that John can read here fluently. When he has read two or three pages, she asks him questions. If he answers the questions she has located his reading ability level and comprehension.

Information sent to John's teacher.

"Name John Jones Age 9

Reading Level 2^1 Page 100

Remarks: John speaks fairly good English, he tries to read too fast and does not pronounce the ed and ing endings in words."

John should be placed in a group of 9 and 10 year olds and if possible in a group doing second grade work.

Sample Word Lists

First Pre-Primer

1. look
2. see
3. jump
4. up
5. down

Second Pre-Primer

1. work
2. play
3. help
4. big
5. something
6. boat

Third Pre-Primer

1. said
2. here
3. two
4. me
5. house
6. cookies

The New Fun with Dick and Jane

1. this
2. with
3. are
4. get
5. rabbits
6. saw
7. pigs
8. happy
9. grandfather
10. cluck
11. girl
12. bump
13. was
14. school

The New Our New Friends

1. live
2. then
3. found
4. pennies
5. hurries
6. after
7. can't
8. likes
9. milk
10. fell
11. squirrel
12. fly
13. wind
14. over
15. brown
16. puppy
17. galloping

Constant diagnosis is necessary because growth in reading is a sequential development. Diagnosis is an individual process to determine each child's progress and difficulties. Assessment of concepts, specific meanings, word attack and comprehension should be made often. A reading skills inventory is included in the appendix to this guide.

Reading to be meaningful and growing out of necessity cannot be taught in isolation; it must be correlated with language, speaking, writing, and all other subjects in the curriculum.

Many adaptations for programmed learnings are available for the teaching of reading but care must be taken in the use of them. They must supplement and not take the place of basic reading instruction. No reading skill should be passed over lightly; rather, take time to develop a workable understanding and knowledge of its use. Instruction in small groups of the same level provides a closer relationship between teacher-pupil, and individual difficulties and progress are more likely to be noticed.

Writing

To be culturally competent in our society one must have a reasonable amount of writing skill. It is necessary for personal and business communication. Writing therefore is an important language activity. It comes about as a result of understanding. It reflects ideals and the sense of structure and organization so necessary in the development of individuals. The school program should put emphasis on interesting and purposeful writing activities such as writing daily news, letters to parents, group stories, and booklets. It is important to remember that writing skills develop after reading skills and that a child cannot write at a higher level than he can read. Each child should have recognition for growth in this skill.

Improvement of Writing Techniques

1. Write captions, labels, booklets, letters to parents.
2. "News of the day"
3. Write outlines for committee work.
4. Write letters pertaining to field trips.
5. Write invitations.
6. Requests for interviews and speakers
7. Requests for materials.

Spelling

Being able to achieve ends or goals of our culture with less conflict requires a certain degree of spelling achievement. The need for spelling with accuracy may be seen on most forms or order blanks in our business world and in the conveyance of personal messages. To be able to participate in community, state, and national affairs, to be economically efficient and intellectually independent an individual must attain some spelling competency. The instruction in spelling can best be carried on in small groups working at different levels according to their abilities.

Mathematics

To be intellectually independent and economically efficient, an individual needs some mathematical background. Children of the deprived segment of our population are usually more efficient in this field than in any other area of instruction as it is not so dependent upon language and is of a more concrete form. Methods of taking the child from his level in arithmetic skills to a higher level should be the goal in the instruction of mathematics.

Science

Individuals must know and utilize the tools of the scientific process for progress in society. Knowledge of science plays an important part in overcoming misconceptions and superstitions. It is essential in keeping up with our changing times, in maintaining physical fitness, in meeting emergencies and in understanding our environment.

There is an abundance of things of interest and challenge to children. All the world lies before them to be investigated and understood. Their experiences can be enriched and extended in an interesting and curiosity-arousing situation.

Social Studies

In order to be an effective citizen a person must have some knowledge of our culture. The study of social studies in our school system attempts to help our children adjust to new situations, mix with other people, participate in community, state and national activities. The study of our cultural heritage enables the individual to adapt to our contemporary society, prepares him for social and economic participation and to become aware of his personal welfare in relation to that of society. A social studies program must help disadvantaged children identify themselves and their function in the society.

Music

Music is another source for creating strength in the individual child. Through music he can be helped toward a better personal and emotional adjustment. Music is recognized as a functional part of societal participation. A child is naturally a musical being. A main goal of a music curriculum is that music is a median to happiness and increases sensitivity to beauty, enabling a child to adjust himself more empathetically to his environment.

Through music boys and girls, as well as their parents, can make direct contributions to the society. Thus the individual acquires consciousness of his responsibility in the community. Music also offers a medium for understanding of other people--their culture and their problems. These values are especially significant to the child who has perhaps lacked music outside of school.

Disadvantaged children have a special need of enriched curriculum, in which music and related activities are integrated. This will give the teacher an opportunity to stress possible advantages that, for example, migrant children might have over resident children. Their travels may have familiarized them with places as well as cultures along the way. The Spanish culture is rich in musical love songs and dances. Already known experiences should be stressed in order to boost the self-concept of these children.

Learning to sing American cowboy songs, as well as the National Anthem, and other favorites along with the songs of his culture will help develop broader cultivation. Spanish dances, together with American folk dances help to enhance feeling of security, that may continue into adulthood. Love of music will no doubt lead some students to play instruments that will make them popular among their peers and contribute to the richness of social relationships.

Creative Works

One of the factors that makes a nation great and self-reliant is the power of doing things for itself. In this machine age there appears little need of handiwork. Consequently, creative work has been often disregarded in our schools. Through hand art the culture of a people is often depicted. With children whose language barrier is as great as it is with some disadvantaged children much feeling and inner thought may be expressed in art. By its magic a child can be transported from a strange troubled world into a world of beauty and rapture. This love of art and beauty may even enter into his economic life, for new handicraft skills have opened doors for earning power. As a result they may create marketable skills that will raise the living standards for many people.

Cleanliness and Good Health

Cleanliness will lead to better health and less communicable diseases. Second only to educational shortcomings of migrant children is their health needs. The nutritional shortage is of particular consequence, as few of the disadvantaged families understand the need for adequate diet. The parents are usually at work when the children leave for school, consequently many arrive at school with little or no food. The school should satisfy this need with a glass of milk in midmorning if possible and an adequate lunch. The hungry child will not do well in class. The need is not only to show the shortcomings but to overcome them with education in order to maintain health among the members of the family.

The pupil, approaching adolescence is keenly aware of his clothing, and his personal appearance, as well as the appearance of his peers. Mending and care of clothes can be taught as well as laundering, in the school curriculum. Many families are large and it is often the duty of the older children to care for the younger members of the family. To help these boys and girls learn to better care for the younger children is a responsibility of the school. Some of the duties of this child, who must learn to become an efficient member of society are:

1. Learn to do a household laundry.
2. Learn about soaps and detergents.
3. Learn to mend old clothing.
4. Learn how to make simple clothes.
5. Learn how to alter clothes (handed down).
6. Study care of hair and make-up.
7. Learn what is good taste in clothing and behavior.
8. Understand the needs of a small child.
9. Learn how to dress small children in different types of weather.
10. Learn how to bathe a small baby.
11. Learn how to prepare a formula for a baby.
12. Know what to do in case of an emergency.
13. Learn simple elements of first aid.

Essentials of a Good Physical Education Program for Children.

This is Colorado's Program

The statements that follow are suggested by authorities as general characteristics of a good physical education program.

1. To develop not merely muscles and organs, but the whole child--the physical, mental, and social being.

2. Program should be coordinated with the school health program.

3. Provide friendly and social contacts.

4. Protect the children from hazards in the playground and school.

5. Provide healthy attitudes and seek to foster social growth, recreation and co-educational activities.

Health Activities and Experiences.--The desired outcomes of good health instruction:

1. Good health practices

2. Basic functioning of the body

3. Importance of good nutrition

4. Hygiene of the eyes, ears, and teeth

5. Importance of personal cleanliness

6. Knowledge of first-aid procedures

7. Knowledge of harmful effects of alcohol and narcotics.

Physical Education Activities, Desired Outcomes: Participation to the Extent of One's Ability.

Teachers shall give instruction in:

1. Fundamental skills
2. Calisthenics and simple gymnastics
3. Group games
4. Rhythms and dances
5. Individual corrective work
6. Sportsmanship and team work attitudes.

B. SECONDARY

1. What should a Junior High Program Include for the Disadvantaged?

Let us first explore an approach for an adequate program at the secondary level. Should we, for the disadvantaged or deprived child, have the same over all objective as we have for the child that comes from a higher socio-economic background? What influences are we to exert on the child to interest him in the program of a school that he feels little desire to attend. The disadvantaged child is often met with frigid reception by his peer-age group, and finds it increasingly difficult to find a place for himself in the school.

Too often the underprivileged child becomes aware at an early age of his inability to achieve at a rate that is comparable to the more advantaged child. By the time he has met six years of defeat, there is no rosy glow about him that it is "fun" to go to school. Too often he is apt to accept the edict of the attendance rules that he "must" attend school, but, views it as merely a time to be put in until he can "quit" and seek a place in the employment fields.

If the deprived child is from a minority group, the racial or national stereotypes to which he is exposed emphasize his inability to acquire the academic virtues. He is constantly reminded in his daily contacts with others of just how little he is expected to achieve.

The teacher plays a key role in the total process of educating any child. However, the responsibility is perhaps greater in dealing with the underprivileged child. First: She must believe in the child and in the program. She must be the first to catch the contagion of enthusiasm. Faced daily with the demands of a difficult situation, the teacher may tend to lose sight of the tremendous reservoir of potential that exists in all children. The program can only succeed if it stimulates the faith of both teachers and students. It must provide them with the means to translate that faith into accomplishments that are both meaningful and productive for the child.

Parents are equally important in any program designed to raise the levels of aspiration and of achievement of pupils. Mothers and fathers living daily in the harsh realities of an often hostile world, seem often to accept low expectations for their own children. Often a great deal of time must be spent combating the apathy and discouragement rooted deeply from their experiences. If the parent has a true desire for more and better education, better jobs, and a better life for his children, the education program should flourish. Our job as educators is to show them that these goals are possible to achieve. Then, the parents must assume their share of responsibility in the total effort.

The ultimate goals of curriculum for the advantaged and the disadvantaged are no different from those of a school system in general. The approach to these goals may vary in order to administer to the needs of each group. This is in the assumption that each have similar innate ability. These suggestions do not deal with the student that is trainable but not equipped to handle the general curriculum of the scholastically competent.

The curriculum for the culturally disadvantaged child at the junior high school level should include:

Guidance encompassing the following:

1. To identify abilities, interests, and the needs of the students.
2. To build in the children the desire to reach the educational level commensurate with their capability.
3. To create for all the aspiration to complete high school, and for those with the ability, to go on to higher education.
4. To have programs of intensive individual and group counseling.

   These will:

   Assist the child in following and completing realistic educational and occupational plans.

   Provide for an early introduction of occupational information.
5. To help the students have better relations with their peer group, and their parents.
6. To carry additional information to parents and help them to realize the objectives of the program.
7. To improve in-service programs of teachers and administrators for understanding of cultural behavioral characteristics.

Reading:

Improvement in reading ability is accepted as a basis of any adequate program which aims to raise levels of academic attainment. Adequate instruction in reading and in reading skills must form the basis of instruction in language arts and is of basic importance in every academic subject.

Language Arts:

This is a broad subject area that has no content or subject matter of its own. Language is merely a convenient way of conveying ideas. Speaking does not generate ideas, it merely expresses in one of the above modes the experiences, feelings or ideas of people. This is true in every language.

Language is used as a tool in all essential learning experiences. Unfortunately, all the resources of the school, the home, and the community are seldom marshaled to promote the fullest possible development of each child's skill in this area.

Some suggested things that could be incorporated into the language arts area are:

1. Choral speaking--This is an excellent way to support individual children in group situations. Each person's contribution is necessary. This might give more stimulus to the disadvantaged to practice responsibility, and to gain status in his peer group. This also offers speech quality enrichment.

2. Dramatic episodes--The writing and production of small or short dramatic episodes by class groups provide many worthwhile experiences in language and related areas.

3. Creative writing and speaking--Here the child has the chance to pursue the area of his interest or his talent. Where could you find a better area for allowing for individual differences?

4. Newspaper or report bulletins: Prepared by the students, informing parents and others of certain activities of the school. Very popular among students of the junior high age.

5. Spelling could be a by-product of the above-mentioned activities. It is expected that the child gain compentencies in this area, but, perhaps accélerated motivation might come from using varied methods in creating spelling ability.

Social Studies

The teacher becomes responsible for helping each student realize his role in becoming a good citizen, and aids in molding the pattern he will follow the rest of his life. Successful learning in this subject area is dependent upon reading, study skills, and experiencing. Not all students will have had the same experiences of travel, outside reading, or chances to help in a student-governing body. The disadvantaged may find a language difficulty, which may make the subject area less vital to him. A basic comprehension of what social knowledge is all about will likely be missing in the disadvantaged child.

Social adjustment could be subject of major projects of this area. If the student is to become adapted to the school and its program, perhaps simple projects related to the ways of doing things would be helpful starters. The student must learn the processes of cooperation, fair play, and tolerance. He must learn how to accomplish the security in acceptance by the group and how to gain recognition for his contribution to the group

Library facilities should be used with great effectiveness to enrich the work in the social studies field.

Special vocabulary should be taught in this area, and research skills emphasized.

One of the commonly accepted objectives of the social studies area is to enable children to use the knowledge they gain. Essentially, this means that children should become skilled in critical and elaborative thinking and learn to organize their knowledge so that it can be used in any given situation. This is a real challenge to the teacher of the culturally disadvantaged child. If there is a conflict in language, confusion instead of understanding will exist. These children can contribute to this program, if they can learn to verbalize the things they have seen, and can then go on to apply these experiences to the current part of the social studies area. Many of them will find difficulty understanding the "colonial history" of the United States, as they cannot relate it in any way to their mode of life. The curriculum will have to be geared to fill their needs, and to give them as much background as possible. For example, pictures of historically important colonial locations can be very helpful.

Mathematics:

The "modern math" bug has bitten the American educator, and there are many innovations in the curriculum. This is often an area in which the disadvantaged are likely to find satisfaction. There is potential for building self-respect through this avenue. With the improvement of his reading, his ability to think critically, and the development of logic, the disadvantaged should be able to continue to his advancement in math knowledge.

As a means of enriching this program, math teams might be organized, and the school could recognize math ability as well as athletic prowess. This area is mentioned in the Higher Horizons Progress report. Remedial math should also be a part of the program.

Science:

Again, there is great responsibility to teach vocabulary and concepts of our scientific age. An enrichment for this program is the annual science fair, and awards given by many junior high schools to students that find this a special interest area.

The guidance and instructional programs should be accompanied by a determined effort to enrich the cultural experiences of the students and to make all facilities of the community available to the children and the adults alike.

For the disadvantaged child such activities as trips, are not merely fringe benefits, but an integral part of the total program. The value of such experiences has been too well documented in educational literature to require defense. The school faces the necessity of providing basic experiences for children which are often considered to be in the province of the home.

The child of the more affluent socio-economic home is exposed to activities which broaden his cultural horizon that develop interest in the worthwhile use of leisure time, challenge the creative intelligence, delight the spirit, stimulate the imagination, and improve both vocabulary and cognitive abilities. The child from the disadvantaged home will rarely have the time and money or knowledge to provide similar experiences. His environment basis for creating value understanding is very limited.

Culture-related situations found in each community are often free to schools to use, but, teachers tend to be unwilling to take advantage of them. This may be attributed to many reasons; fear of discipline problems, lack of knowledge of such places, problems of pre-planning, or red tape security permission to use them. Not only museums and public offices, but factories, stores, streets, parks, people offer numerous situations for effective knowledge and appreciative experiencing.

Audio-visual materials can be used more with the culturally disadvantaged, as well as carefully and deliberately planned visits to art centers, concerts, and places of historical interest in each community.

The identification of talent in all areas of human endeavor, and the stimulation and satisfaction of wholesome interests, are cardinal principles of any educational curriculum. In order to explore more fully the areas of advantages, extra time and effort might be used to inaugurate a musical program such as choral groups, art shows, dance groups, and by no means leave out the intra-mural program for both girls and boys. These will all give the disadvantaged child the chance to find himself, and to emerge as a distinct personality and perhaps give him an identity that will help him to find his place in society as a contributing individual.

The above-mentioned needs should not blind us to the necessity of maintaining high levels of academic competency. It is generally far easier for a teacher or a school to show progress in non-academic areas than in the academic. Frequently it is also more satisfying, not only to the pupils, but to the parents. A prize-winning choral group offers tangible proof of the success of the school and its program, builds school tone and morale, enhances the position of the school in the community and motivates and stimulates pupil effort. This is fine provided the academic program does not suffer as a result. It is patently impossible to emphasize all curriculum areas equally at all times. There is no substitute for the hard, day-by-day work of teaching basic skills and academic competencies. Its devices are spectacular. Here are no inspiring culminations before the eyes of hundreds of parents and friends, but only the slow, steady, forward movement of a large group.*

2. High School Modifications for the Disadvantaged

The high school curriculum for the culturally disadvantaged student should be different from the curriculum for the average culturally-benefited student, who may be preparing for college. Even though a state may have definite requirements to be met before a high school diploma may be awarded, the contents of these requirements are usually flexible enough to be modified to fit the needs of the culturally disadvantaged student.

As the chief handicap of many of these children is their inability to express themselves, four years of English should be required. This should include areas such as remedial reading, speech, and letter writing. Grammar should be taught to these students only as it correlates with the other parts of the course.

Mathematics has to be used almost every day by most citizens. It is therefore recommended that the disadvantaged students should have three years of practical mathematics and arithmetic that they will use in their day-to-day living. Algebra, geometry and higher maths should not be required in this curriculum.

A strong plea is being made to all schools to have a health and physical education program that every student will have a strong physical body. A minimum of two years of physical education and one-half unit of study should be incorporated into the curriculum of the secondary school. If not included in other places nutrition, physiology and other essentials to health should be taught.

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*Taken from Higher Horizons, Progress Report; Jacob Landers -- Board of Education, City of New York, January, 1963.

Driver education can be useful in teaching both skills and values. A course should be made available at high school level.

Every citizen of the United States should know his heritage, how his government operates, and something of the cultures and living situations and problems of other people of the world.

It seems desirable that the bi-lingual people know and keep something of their cultural heritage. Some study of the language of inheritance might be included in the offerings of this level.

An overall objective of education today is to make it possible for disadvantaged people to gain the skills and abilities they do not have. One method to achieve this might be to improve their technical abilities so that they may become more self-sufficient. Units of vocational education, industrial education and/or business courses might be offered for creation of basis skills, and to encourage students to stay in school, and to better equip them to be competitive in labor groups. Advantage could be provided the disadvantaged high school student by providing a wide range of opportunities all through the high school for on-the-job training. Not a program of visits but work-study experiences that have real meaning. Extensive community cooperation is necessary for this type of program. Deliberate teaching, demonstration, and experiencing in societally accepted behavior forms could be effectively included.

The abilities, as well as capabilities, among the culturally advantaged students vary. The variations of experiencing in their environs - social, economic, language, and familial heritage backgrounds - would indicate that any grading done would be based upon the improvement shown by each individual. Failure should be avoided as it would encourage drop-out. It is recommended that a school work out some way in which the boy and the girl can graduate with the standards related to the improvement beyond their initial status rather than upon fixed academic standards.

General science classes for these boys and girls might be beneficial. Application of the discipline of science to daily life should be the goal of such a science program. General science often is a course that lacks the luster of biology, chemistry or physics. Possible courses could be developed for disadvantaged students that provide the similar relationships but upon very general, routinely useful knowledges.

C. Meeting Communication Needs

Communication Between School and Community

The school and community must work in close harmony if the school is to achieve its goal of educating children. Opportunity for education is a privilege offered to American children. It has become a privilege that is virtually obligatory. An educated citizenry is essential for the preservation and continuation of our American heritage. Education is essential for the individual to create the good life. This privilege to an education must be continuingly open to all of the nation's people. A fully adequate educational opportunity is the main objective of a culturally deprived program. Educational opportunities must be offered to the culturally deprived wherever he happens to be. During the regular school term learning opportunities must be made available to him everywhere. Make-up opportunities should be provided to him for attaining normal achievement, when movement causes loss of learning opportunity during the regular school period. Individuals with fully developed selfhoods are an aspiration of our democratic society. Individuals establish the composite that becomes a strong national society. It is evident, then, that organized education should aspire to promoting the total growth of every individual.

The task is both challenging and complex. Both our commitment to provide adequate opportunities for everyone and our desire to develop to the utmost our human resources require that we take action. The culturally deprived child is of our making and it is our duty to see that opportunity is given these individuals to prepare themselves for full participation in our society.

The school and community should work for the education of the culturally deprived child and the education of the family of these children. Community groups can band together and work out programs for the education of the parents. The parents of the culturally deprived child need education on the importance of schooling for their children. This is the "feed the cow to get the calf" philosophy and it will help in the creation of desire on the part of the parents. All of the agencies should plan with the school personnel and set up a program for the education of all the culturally deprived persons in their area. A helpful understanding for the leadership group is that knowledge is basic to interest. People cannot develop an interest, or any motivation, unless foundation knowledges are possessed first. Would an eight-year-old boy ever have an interest in model airplanes if he did not first know about the airplane?

The needs of culturally disadvantaged people, including migrants, are many and therefore there is a great complexity in determining which needs to attempt to meet first. One major problem is that of helping these culturally deprived people to learn to live efficiently, responsibly, and satisfactorily in our society.

It would seem that communication is our most important tool. It may be the technical bridge that can fill the gap to understanding between the disadvantaged people and the community and teachers in regard to attitudes and social values.

A basis for communication must be established. Often the best starting point is with the parents. The community can do much to establish good rapport, stimulate a healthy and helpful community attitude toward disadvantaged families. They can provide better housing and arrange for health services. Recreational facilities of the community should be open and the families should be encouraged to make use of them. Understanding and sincerity are essentials to success in community programs.

Communication Between the Teachers and Parents

In order to have an effective school program for migrant and culturally disadvantaged children, cooperation is needed among all the teachers of a school system. The attitude of the school staff, from the top down, toward these people usually determines whether they will accept schooling or defensively deny opportunity.

The school staff has much influence on the public opinion of the community toward these disadvantaged people for the teachers pass their ideas and attitudes on to their pupils and they, in turn, carry them home to parents. So the need is great for a teaching staff and administration which is friendly, understanding and cooperative. They need to know the many needs. Paramount is the need for security in a new, strange environment. The children need to feel that they belong to the group; that they are able to learn; and that they are important. They need to appreciate their own backgrounds and to realize that they are American with an important place to fill in the society. They need love, affection, understanding, and approval from teachers and classmates as well as learning.

Contacts with the parents are important for increasing the enrollment in school and for helping the child, as well as the parent, adjust to the school once he is there. The teachers can learn of home conditions and can establish friendly relations. It may be that economic conditions necessitate immediate welfare assistance so that the children can attend school.

The school superintendent should work closely with the community agencies so that he can be advised when new families enter the community. He then can find the family and encourage and invite the children to enter school. A truant officer who enforces school rules, but still is sympathetic toward the problems of these people, is a valuable agent in establishing rapport.

Problems of Language

The greatest deterrent to effective communication for many disadvantaged is the problem of language. Language difference tends to create two worlds. One is that of the home environment where a native language is spoken and the other is English-speaking. The teacher must help the child feel confident and secure in learning a new language. It is important that the child knows he is adding a language to his home, family, and community. The advantages are: (1) that he feels self-satisfaction in learning a new language and (2) that he obtains opportunities for wider friendships and is able to participate more widely in the school activities. It is relatively easy for a young child to learn a second language and its semantic when his native language and culture are also in developmental stage.

In teaching the English language to this individual, the goal is to help him become a functioning member of the major culture and society. He must be helped to understand what kind of communication is acceptable and what kind will be resented by his associates beyond his immediate, small peer group.

Communication Between the Teacher and Students

Much of a teacher's success with disadvantaged students depends on what sort of person that teacher is. She must be understanding and be able to give the children love, encouragement, and a feeling of accomplishment. She should know how to make the new children feel welcome. A good way to do this is to orient the other pupils and enlist their help. The resident children should be prepared for the coming of the disadvantaged by helping them to understand why some children move from place to place and why their parents' work is important.

All children should be treated as equals and be drawn into the fellowship of the school family. The resident children could choose a committee to welcome the new pupils and show them around the school. This will help greatly to alleviate the new child's timidity and nervousness.

The problems often cannot be handled by the teacher alone. The school has special needs for speech therapists, remedial teachers, nurses, guidance counselors, psychologists, psychiatrists, and social workers to provide specialized additional services when they are needed.

Teacher and Administration Communication

The teachers and the administration of the school should understand each other and gear their programs so they encompass all of the precepts of the program for the culturally deprived child and his parents. It takes considerable planning and periodic review sessions to do this. The teachers and administration must work in harmony and build the plans cooperatively for the good of all. Cooperative planning is a good way for the program to have the respect and adequate coverage of all those interested. The teachers must have a part in the planning of the program so their interest will help guide the program. After all, the teacher is the one who relates most to the child and he needs to know what went into the planning and why all of the areas are covered. If this is done the teachers will respect the program more and teach with added emphasis.

BIBLIOGRAPHICAL INFORMATION

Readers are invited to send for the Adams State College Cultural Study Bibliography (Center for Cultural Studies, Adams State College, Alamosa Colorado) which is updated annually.

APPENDICES

I. "Cultural Variations in the Cultures of the Southwest," a speech made at the workshop by Dr. Arthur L. Campa, University of Denver.

II. "Use of a Checklist of Reading Skills with Migratory Children" by Roy McCanne, Colorado State Department of Education.

Editors Note: An essential for every teacher of disadvantaged children is to possess understanding of the thing called "social" or "cultural behavior." Human relations in large measure are guided by people's patterns of thought, acceptances in right and wrong, and the traditional forms of behavior of their culture. To gain more complete insight into these complexes it is recommended that you read the following paper by Dr. Arthur L. Campa. Another very helpful selection is Readings for Understanding Southwestern Culture. Copy may be secured from The Center for Cultural Studies, Adams State College, Alamosa, Colorado, 81101. 85¢ postpaid.

CULTURAL VARIATIONS IN THE CULTURES OF THE SOUTHWEST

by
Arthur L. Campa
University of Denver

The adaptation of man to his environment seems to be a never-ending struggle because he is a human being rather than an animal endowed with fixed attributes for his survival. Man adapts himself to all manifestations of nature whether it be climate, topography, flora and fauna and also adapts to other men either singly or collectively. His adaptation can be passive or he may struggle to overcome his physical surroundings. Thus, some men move mountains or tunnel through them, while others go around them or over them; some remove trees, change the course of rivers, make dams or plant trees depending upon their needs. Some move to wooded areas, if it is trees they want, or settle in the desert if they don't want them. Some join clubs and societies in order to be in the company of other men, while others seek the cloister or a cave wherein to live alone. Some remain single in order to find solitude, and others marry and even practice polygamy.

Our attempt to solve our problems of modus vivendi stems from the fact that our society has grown to the point where living together has become inevitable. But our case is not unique. People all over the world are faced with a similar problem, and more acute than ours perhaps. We do not put up iron curtains and brick walls, except in our minds some times, and we share in common in America much more than it would seem at first glance.

Perhaps we are trying to look at our present bicultural situation too close, as though it had been created by the present generation. Some aspects of the lack of mutual understanding are current, but in the main the causes that make two cultures drift apart or fail to come together go back many years and even centuries. It may be that our lack of perspective has stood in the way of comprehension.

When we look at Spanish and English cultures in the light of world culture, and in contrast with some of the other cultures of the world we find them very much alike. But as we focus upon these cultures in detail, or better yet, when we find them coexisting as we do here in the southwest, we find some contrasts and also some interesting similarities. In order to fully understand the mutuality or the lack of it in these cultures we must examine their nature in Europe before they were transported to the new world, and also study the motives that brought them across.

English culture was an insular culture, highly integrated and closely organized, whereas Spanish culture was peninsular and highly individualized. Moreover, the Spaniards came to the new world in an enterprise of discovery--not to discover the new world but to discover a new route to India. They continued their search for this new route until they finally achieved it by sailing around South America. They continued in that same frame of mind in search of something: of land, of riches, of gold and also in search of the kingdom of heaven upon the earth. Ponce de Leon was looking for the fountain of youth, and the early fathers were looking for souls to save.

The English, on the other hand, came to a land already discovered--they sought it as a haven, a refuge from political and religious persecution. They proceeded to build their homes, raise families and build a new nation. This insular group had no desire to assimilate another race of people nor acculturate any of them. They wanted to live apart and maintain their identity (other immigrants also).

The Spaniards came on the height of a humanistic wave and set up the type of organization which gave them independence and personal liberty at the expense of the natives. The ecomienda, the hacienda and all other political, administrative units were subdivisions of the larger Empire where the king held the biggest stakes, and spread from Chesapeake to Patagonia and as far west as the Philippines. These two forms of social organization, the closely knit organization and the individualized form of culture date back to colonial days, and eventually led to totally different types of cultural orientation.

Anglo-American culture began by being absolutist, that is, a culture wherein all dominant values were considered the same for all cultures regardless of time and place. Such values as kindness, justice, charity, love, honesty, etc. were considered as the superior social order for man and were of a philosophic-religious nature expressed in the Ten Commandments and in the American constitution. All men are created equal.

The Spaniard on the other hand developed a relativist viewpoint with less moral implications in man's actions. Values were looked upon as the result of social conditions and man's degree of civilization. This was a more indulgent way of looking at life. Of course, some of these values have been modified in both cultures, but before any changes occurred they brought about many of the conditions with which we are faced today.

Anglo-American culture modified its original absolutist nature and became somewhat universalized, that is, it began to admit of certain universal values, outstanding among which was the recognition of mutual assistance. Anthropologists maintain that without this value there is a tendency for many species to disappear. We find today mutual assistance in the welfare programs, social security, etc., and in its universal sense the present-day Foreign Aid Program of the U. S. is the ultimate of this cultural value. This does not mean that we accept other nations' cultural values, but that we are willing to engage in universal pluralism by extension of our universal values, that is, we can coexist without the acceptance of each other's values. If we analyze our situation in the southwest, we'll find a sort of universal pluralism.

The situation has not remained static as we shall see. There are many areas in which both cultures, Spanish and English, in the southwest have crossed each other's borders without fear of recrimination and with considerable understanding. Linguistically, English is the language of the dominant culture, and is the language used by both cultures, but even those greatly opposed to each other's cultures find it necessary to use partially or wholly the English and Spanish language. (The most effective swearwords for the Spanish-speaking are found in English and vice-versa.) Seriously, the English language borrows more from Spanish in the southwest than from any other modern language and the inverse is true of Spanish. How else would you speak of chaps, lariat, sombrero, bronco, tomato, potato, and choclate than by using words that have come into the English language through Spanish. And what could a Spanish-speaking person do with beisbol, futbol, club, control, lider, etc. I think that linguistically the two cultures have gone beyond coexistence and have reached a mutual understanding.

Economically the same interrelations are apparent right here at home. The Spanish speaker buys dry cereals, corned beef, ham and eggs, fried chicken and hamburgers along with all other Anglo-American products on the market. And the American has parlayed chile con carne, tacos and tamales through drive-ins, assembly line production, canned goods and TV frozen dinners into one of the most lucrative enterprises today. In fact, he has learned two things in this acculturation process: how to make edible hominy and how to prepare Spanish rice.

Socially and artistically the degree of cultural or mutual understanding is greater and with no resistance from either side. Spanish speakers indulge in the twist and Anglos do the Samba with equal facility and success. They can dance to Tommy Dorsey or Xavier Cougat or a typical mariachi. Artistically, there is even admiration for each other's products. The American runs all the way down to Mexico to purchase art objects with which to beautify house interiors and the Spanish speakers patronize everything from Neusteters to Montgomery Ward depending upon their income. This artistic fervor has gone so far that museums in Colorado Springs boast of valuable collections of Santos carved by Spanish artisans, and recently a Mexican artist residing in Denver has offered to paint a mural at the University of Colorado.

Where then do the two cultures begin to drift apart, or rather, where have they failed to come together and understand each other. The great differences occur in attitudes, in points of view and in the way each other look at things. For example, the insular culture is concerned with unmixed racial stock, and rejects those whose skin tones differ from his, be they yellow, brown, red, or black. The other, being peninsular and accustomed to mixtures over the centuries may show some preference for the lighter tones, in some cases, but he does not reject or exclude the darker shades nor even dislike them. Not when so many songs have been written to his "morena graciosa del rostro encendido." This is also why the conquest produced so many mestizos from the Southwest to Chile, and so few in the North American Continent.

But before going into some of the cultural configurations wherein both cultures vary, it must be understood that hardly any trait of culture can be well understood when taken out of its general setting. In the case of Spanish culture as we see it in the Southwest, with very few exceptions, it is a folk culture, part of a whole society such as exists in Spain or in Latin America. The representatives of this culture are for the most part folk whose immediate need is urbanization because they live in a community. They are the result of a "natural" will in which personal relations are based on kinship and neighborliness, functioning through concord folkways and mores which are complemented or cemented by a uniform religion in most cases or by a uniform value system. This is the ideal town or village life, a country life as it were, which, when it moves into a large city usually locates on the periphery. The internal relations of the group are usually personal and familial, not much inclined toward the formation of objective institutions, disassociated from kinship ties. There is little division of labor. In rural areas or small villages this is understandable in that the occupation of most members of the folk is agriculture or common labor. Their technology is simple, uniform and constant.

In an urban society quite the contrary is the case. We all measure progress to a large extent by change. Any proud member of the city who has lived for any length of time in a given place will point out to a visitor the changes that have taken place. A hotdog stand of four years ago is now a restaurant; the little grocery store is now a supermarket, and the doctor's office is now a clinic, etc., and the newcomer will be treated to all manifestations of change-progress made, even to such things as population increases.

In the Southwest, there is a dominant culture which comprises a complete society on the one hand, and a Spanish folk culture or American subculture on the other hand. The former is an association resulting from a "rational" will expressed in deliberate social contact planned consciously, not by customs, for the attainment of given ends. In this urban continum the relationships are impersonal and the calculated actions function through conventions, legislation and public opinion. Notice the strict adherence to custom. In Spanish it is called "La costumbre de la gente," and when unacceptable as a course of action: "No es la custumbre." What about Anglo urban culture?

Urban society's cultural configurations are the moral principles which comprise the social philosophy according to the well-known anthropologist, Margaret Meade. She further says, "They are the patterns of covert behavior: as such they are the culturally approved rules or sentiments which motivate overt behavior and which integrate it into consistent patterns."

These configurations are the basic units of the value system of a society. What, for example, are the basic values of American society? Liz Taylor, hotdogs, and the twist? Seriously, our urban cultural values are not the absolute ethics of our religion-philosophical systems; rather, they are mundane, practical or "this-worldly" as one author puts it. These dominant values are necessary for the continuous functioning of our society.

Our problem would be a lot simpler in determining cultural variants in the southwest if we were dealing with two complete societies. As it is, we are dealing with a community which represents a segment of a full Spanish society, a folk culture which lacks some of the units of the value system present in a normally complete society. When we bank folk culture of the Spanish southwest against the American society, we do not always come up with very meaningful answers.

For one thing there is a lack of a value system among the Spanish folk. This is usually the result in a community which is composed to a large extent of people who have lost or who never fully acquired a complete cultural identity with the culture into which they were born, because of displacement at an early age, because of economic deficiencies, because of lack of contact with their original culture, and lack also of educational facilities. Under such conditions they cannot be expected to represent Spanish society although they do represent a truncated, arrested version of Spanish folk culture. Having grown up outside of the culture that bestowed upon them the name Spanish, they have not formed the normal attitudes of Hispanic peoples. This lack of directed cultural flow arises to some extent from the fact that good proportion of the Spanish-speaking residents of the Southwest lost their senses of belonging or their sense of direction when coming into subordinate contact with American society, a society which while in transition lacks for them the personal relationships to which they were accustomed in their former village or country life.

The sanctions that govern folk conduct are almost sacred--they don't like to be told how to handle their affairs or how to behave. The profile of Spanish-speaking folk society is rather marked and consists of additional elements to those which a folk society pure and simple advert. For example, one of the basic differences is the one which stems from individualism or personalism. This in turn derives from the individual's responsiveness to feelings rather than necessity or duty. Feeling is a subjective passion which acts as a trigger to Spanish temperament, the motivating force which underlies action, thinking, and life in general. It is completely detached from a practical or an organized course of action. It seldom leads to cooperative effort and for that reason is hardly ever conducive to civic-mindedness in the community. On the other hand this culture-trait provides a lot of personal satisfaction and enjoyment. Duty may dictate that a student prepare his lesson today and necessity may likewise advise the same, but when the telephone rings, the feeling takes over and she says: "Yes, I'll go dancing," which you must admit is more enjoyable.

But in order to follow the dictates of feelings there must be a compensating sense of time which helps to assuage the conscience. Those of us who have been reared under the dictates of duty and necessity would be constantly thinking about these two values even while dancing in the most attractive company, but the Spanish-speaking individual has also a different time perspective which completely erases any sense of guilt. He "feels" that he must enjoy today what he cannot enjoy manana and, anyhow, tomorrow will be another day. Something will turn up, and if it doesn't, the time to worry about it is manana, not today, caramba while with a nice girl and dancing the Cha Cha Cha! In American culture our time perspective has become so deeply ingrained in our personality that we feel a profound sense of guilt whenever we are late or miss an appointment. Because of this strict sense of duty and necessity, we find ourselves telling our host that we are late because unexpected callers dropped in just as we were about to leave. In Spanish-speaking society, where time perspective is not governed by the postulates of duty, a person arrives late to a party and merely greets the host with an intimate abrazo, a warm feeling and does not feel the need to fabricate an excuse. No need for white lies.

This difference of time perspective is awkward in a society that is constantly running ahead of the clock with 1963 cars in 1962, spring fashion showings in the winter and next month's Reader's Digest today. Notice that the Revista Hispanica Moderna, a journal of Ibero-American literature is behind one whole year, while the Saturday Evening Post tries to sell you subscriptions for a year hence and like the Reader's Digest and other American magazines it is weeks ahead. Spanish culture is the reverse of this. The present is so important that there is little time left to think about the future. Lately we have seen a modification on both sides, a compromise perhaps occasioned by comment and understanding.

There is another cultural variant which is probably the most difficult to understand because it is so involved in cultural values and that is the sense of being. It is exemplified by such a question as might be heard in ordinary conversation. One usually asks when wishing to identify someone: "What does he do?" or "What does her husband do?" It is a natural question for a culture where action is important. In Spanish such a question would be awkward to phrase. "Que hace ese senor?" would mean what is he doing here? or Why isn't he here? The counterpart is "Who is he?" And all that need be said is that he is Mr. So-and-so. Being is the most he can be, because it is the distinction that can be attained simply by being alive. It is on this point that Spanish culture whether folk or cultivated is a bit touchy. A blow directed at a person's being injures his amor propio, at his pride of being. In other words, he believes that he has the right to be, whether tall or short, blonde or brunette, elegant or careless. The action culture is more concerned with the right to do and is constantly defending it as a constitutional privilege. The real problem comes when you try to equate these two cultural values. One is more static and the other more mobile, that is, the right to do enables a person of lowly being to become a person of consequence. But the other tends to stratify society and cause the individual to remain in the same state of being year in and year out, and for generations sometimes. An ideal fusion of these two values would be for one to respect the sense of being and the other to try action as a sort of "operation boot-straps."

When we deal with culture-traits on paper and examine their relative values we can easily speculate as to what would be the ideal assimilation of both extremes, but unfortunately human society does not always follow such a desirable development. If it did we would not be here today. Oftentimes, when two cultures meet and one becomes dominant, the other tends to set up defense mechanisms which are in reality inimical to both sides. One of these is negative self-assertiveness. Under social tension and pressures, some Spanish individuals in the Southwest, and particularly where they are very much in the minority, react violently against situations they don't approve of, against a person they have come to dislike, or against the society by which they may have been wronged. Instead of fighting for something, they seem to be fighting against something, and such an attitude is usually a serious obstacle to cultural integration, because attention is being drawn to individuals as dissatisfied members of society who are considered antisocial.

Another problem is that of confusion, leading either to self-pity or self-hate, and every action on the part of the dominant culture is interpreted by such expression as "They do it because they hate us," or "They do it because they feel sorry for us." At this point the individual becomes thoroughly disoriented and then he ends up by saying "I don't give a damn," and the shooting starts. This is the point of no return, and is of course what happens to individuals of a given culture, whether Spanish or English, when they lost their sense of values completely.

There are a number of culture traits in Spanish society which are supposed to be distinguishing characteristics, such as courtesy. Not that courtesy is absent from the Anglo inventory, but the manner in which it originates is different. Courtesy to the Anglo-American is more objective, it is propriety more than feeling. Again it is a matter of duty and necessity. What is the right thing to do under given circumstances? If you must know, you consult a manual much in the same manner in which a lawyer would consult a law book to clarify a point of law. Not only that, but there are people who make a living advising as to what proper behavior is under such circumstances as weddings, coming out parties, etc. In Spanish culture, courtesy is a human attitude, and individual feeling of one person for another. However, the same attitude does not prevail towards collective society or to an impersonal institution such as the law, with the result that there is less regard for the latter.

A good number of traits and practices which are attributed to the Spanish heritage of Spanish-speaking people here and in the Southwest generally, are in reality traits that one would expect to find in the folk culture of any nation. Consequently the intermediary step in the process of acculturation is urbanization pure and simple. In actuality this is what we are saying when we recommend that the Spanish-speaking community acquire more technical competence, that they accept and adapt to the change instituted by progress, that they develop acquisitiveness, that they manifest a greater faith in formal education. To the degree that they move in the direction pointed out by these objectives they become urbanized. In the process of integrating the Spanish-speaking community with American society the urbanization of folk culture is an essential and indispensable step. The Social Sciences Research Council pointed out the importance of this cultural transformation in the acculturation process by saying:

> "Acculturation may be taken to refer to the ways in which come cultural aspect is taken into a culture and adjusted and fitted to it. This implies some relative cultural equality between the giving and the receiving cultures."

In other words, the cultural groups involved should be an essentially reciprocal relationship. If both cultures are going to give and take, these must be first a reciprocal approximation of cultural level. The process will be gradual but it can be accomplished just as it has been already accomplished by individual members of the Spanish-speaking community who have been properly oriented either through effective counseling or through their own efforts. An educated Spaniard or Latin American does not need to go through this process because he is already within the societal level which he represents and his acculturation is simply a translation of this culture into terms understandable to American society. The conversion suggested by the Research Council does not mean that the Spanish-speaking community is going to lose its identity. The only way to lose complete identity is through assimilation, but this is a biological process resulting from other persuasive forces. When the process of integration sets in, once the foregoing conditions have been met, it is valid to consider what is being adopted by both groups and why. The culture of the Spanish-speaking community, existing as it does within a dominant urban culture, is lacking in the culturally approved rules and sentiments which motivate overt behavior and integrate into consistent patterns. The patterns of convert behavior followed when dealing with and in the society of their own Spanish-speaking-folk-kinship are much more uniform. Actually what we have is two types of behavior: one used in attempting to conform to the dominant culture, and sometimes frowned upon by the minority culture; and the one which they find more satisfying because it is more natural, used in intimate personal relationships and in familiar situations. This ambivalence is likely to give the outsider the impression that Spanish-speaking people are hostile to American culture, that they are retrogressive or unduly conservative. True, there is a noticeable resistance to the dominant culture, but not for the reasons generally ascribed. In addition to being of a different national origin, the dominant culture is at a level which the average Spanish-speaking person has not yet attained and cannot therefore assimilate. Notice for example the rural American in his relations with an equally rural Spanish-speaking person, both products of a folk culture, and you will find a greater affinity at this comparable level despite the differences of language.

It is difficult to equate a society and a folk culture such as the ones with which we are here concerned because they are at different developmental levels. American society as we understand it in this frame of reference is an urban culture quite different even from its own folk culture in many ways. And when we add such elements as the ethnocentricity of Indian accretions to the Spanish of the Southwest, the contrast between Spanish folk culture and American urban society becomes evey more accentuated.

We have considered in part the nature of Southwestern folk culture, or rural culture if you wish. Now by way of contrast let us examine for a few minutes the nature of the urban culture from which it differs. Briefly the dominant culture is a highly integrated, culturally heterogeneous, ocupationally diversified society with a complicated technology. In such a society, change is at a premium, and the social organization is not based on family ties. If we take an inventory of an ordinary city block, we will discover that the next-door neighbor is a carpenter, the person down the street is a Federal employee, a public school teacher or even a clergyman. These all represent different occupations, different religions, and even different national origins. Yet, they work in concern through the non-familial institutions that govern urban society.

Over and above the variants which I have pointed out between the folk and society, there are other differences which arise from the national culture. A brief reference to some of the values in Anglo-American culture will reveal some interesting variants with Hispanic culture. The principal value in American life is success, a success which may be measured in at least five different ways. It can be economic acquisition, that is, profits and a bank account; it can also be political position, from city commission to President; professional attainment, whether a school teacher, a medical doctor, or scientist; artistic recognition for the actor, the singer, or the painter; and last but not least, matrimony, especially for the ladies. They too speak of "successful marriages," and experience considerable frustration when forced through fate to remain single. Another American value that we discover with annoyance when travelling is efficiency. This can be expressed in punctuality because of our peculiar sense of time perspective by which we expect 1964 models in 1963 and the Saturday Evening Post on Wednesdays. Speed is a concomitant of efficiency; things have to be done fast whether it's "fast, fast" relief from a cold, to speed on the highway, or in the air. We also consider it efficient to do things timely, at the right time. The thing in question is considered good and efficient only because it came through at what we consider the "Psychological moment."

Another manifestation of efficiency is thoroughness. A man may be talented or brilliant and yet unsuccessful because our standards also demand thoroughness to the point of conformity. And lastly, efficiency is gauged by practicality. Leisure and artistic enjoyment are two commodities we don't know how to enjoy to the fullest because they are so impractical. The only time we enjoy a vacation, that is, leisure, is when it is paid for!

Comfort, particularly physical comfort, is well cared for by our society through its emphasis on design. A kitchen, a bathroom, a car, a shopping center is designed in order to give the utmost comfort to the public. Chairs are sometimes monstrous looking but comfortable to sit in. And, in achieving this design and comfort, size and planning have an important role. Things are made so easy to manipulate that they are automatic. There is the least expenditure of effort and the minimum of intelligence required to run and manipulate some of the most complicated gadgets. You can comfortably sit and press a button to change a channel in TV. Also, things must be superlative, the biggest, the tallest, the most this and that, but above all they must follow a plan. Even good times are planned to such an extent that participants when left to their own designs will often inquire: "What do we do next?"

Another value which we treasure highly is cleanliness and sanitation, in fact the latter is the result of a higher order of values attained through scientific investigation. It is not enough that a glass look clean, it must be free of bacteria, it must be sterilized. We demand cleanliness in personal appearance, in household care. A house must be cleaned not only "dondemire me suegra" as they say in Spanish. There must also be civic upkeep, clean parks and public installations also. Lastly, cleanliness is exemplified by our public catering, and public eating places are graded from A to failure, depending upon their bacterial count.

A fifth value in American society is that which is concerned with civic-mindedness. The citizenry is urged to participate in politics by the exercise of suffrage if nothing else, and public affairs are the concern of the public and have been since the days of the old town hall meeting. Civic interest is manifested by our concern over public improvements and by support of public institutions even though it means a tax burden sometimes; and in the same category, we have developed an undue mania for organization and membership. Anytime we wish to support or condemn any action we organize, elect a president, compose a constitution and pay dues. Some of us become professional joiners and belong to more organizations than we can attend. This leads to one of our most recently criticized values: uniformity of conformity. We wear the same haircuts, the same style of dress, the same coiffures and in general, behave or try to do the same as everybody else. Our children do not dare to deviate from certain practices in their "set" for fear of censure or being an "odd ball." If we act or do differently than others we are not consistent. This consistency leads to a higher degree of traditionalism than we are willing to acknowledge. And lastly there is the great premium we place on change and growth as I pointed out before. This does not mean that we are changing our habits, but that there is a fluidity in the status quo which we call progress. A young man would be completely disillusioned if he were told that he would have to remain in a job for the rest of his life. A delivery boy dreams of becoming the manager or even the owner of the establishment he works for and very often he does. One reason why we have such poor waiters is that they consider this a temporary job. I have already alluded to the growth and change of the hotdog stand and the clinic. By way of contrast, when I was in Spain I had dinner at a restaurant established in 1665 which had not moved to a "larger location" and which has not changed hands since it was established. In fact, one of their sources of pride is showing the customers the worn identions on the oven where they have been preparing roast sucklings for nearly three centuries!

In conclusion, we can see that there are many points of contact where Southwestern cultures not only accept each other but they recognize their virtually intrinsic values. In cases where the two cultures are apart they are not necessarily inimical except among individuals who have lost the values of both cultures. The cultural poles can be brought closer together, with benefits to both. The great problem is how. In my way of thinking, the starting point is for both cultures to know and understand themselves before they venture into the mission field. Then they will be in a position to know each other and achieve the mutual understanding and acculturation so greatly desired. Moreover, it must be borne in mind that before cultures can reach any degree of approximation they must be at the same level, and in this case there is a great difference between a Spanish folk culture and an Anglo complete society. The configurations of urban society with all virtues and defects should be understood, followed by an analysis of folk culture hoping that eventually mutual acceptance through knowledge and understanding may be achieved.

COLORADO STATE DEPARTMENT OF EDUCATION

Office of Instructional Services

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USE OF A CHECKLIST OF READING SKILLS WITH MIGRATORY CHILDREN

Roy McCanne
Section on Education of Migratory Children

Migratory children arrive in our schools with a wide range of achievement. Efficient teaching dictates that we determine as quickly as possible what the child has achieved in skill development. Then we must teach for his specific needs. No matter whether grouped or individualized instruction is to be used, the instruction should follow a careful sequential plan with periodic evaluations.

For example: A teacher taught reading using an individualized reading plan. Children were allowed to choose story books or stories from basal readers to meet their own interests. The instruction in skills consisted of having each pupil read orally for the teacher and then teaching orally what each one seemed to need. Written skill work consisted of having the pupils fill blanks in workbooks page by page. No written records were kept.

Evaluation: This teacher was meeting only a limited range of the skill needs of the pupils. A better plan would be to go through a checklist of reading skills to determine all the areas of need for a child, and plan both written and oral work to meet those needs. Written work may be made up at the time by the teacher, or seat work or workbook pages designed to teach the needed skills may be used. This work should be evaluated at the pupil-teacher conference and skills successfully learned should be recorded on the checklist or some other record. When the pupil leaves, a comment should be put on the report card indicating the skills the pupil learned during the school term and those he or she was working on at the end. The checklist itself might be sent to the child's next school if the new school can be identified.

Possible Implications:

1. For grouped reading work the above plan may also apply, but it would be used with a group of children who have similar needs.

2. If the teacher uses a reading laboratory kit the records that go with it should not be ignored. The teacher should be thoroughly familiar with the kit and should examine the pupil records periodically to determine whether the kit is meeting the specific skill needs of the child. The checklist of reading skills may be used to aid in this evaluation.

3. If a sequential phonics program is used it may replace the regular phonics teaching in the grouped or individualized reading program, but it should not replace the whole reading program. Those skills not directly taught by the phonics program may be identified with the aid of the checklist. They should be taught, using story books, basal readers, or kit materials. In addition, a conscientious effort should be made to teach pupils to apply what they learn in the phonics program.

Conclusion:

While the "Checklist of Reading Skills" is not a diagnostic instrument for use with children, it is a diagnostic instrument for the teacher to use in planning and evaluating a reading program. The child's reading level and the skills he had learned may be determined with oral reading inventories, phonetic inventories, vocabulary and comprehension tests, assessments of interests and readiness, tryouts of reading materials, etc. After this the teacher may read through the checklist noting skills that should be taught. She then would teach the skills noted, with whatever resource materials are available, and plan an evaluation to determine how well each skill was learned.

Obviously not every skill on the checklist will be appropriate for each child. A child may have learned many of the skills by himself, may have been taught others, and may not be ready for some of them. Thus the judgment of a good teacher is the major factor in a successful reading program. It is hoped that the checklist will be found to be a useful tool in the process of determining what to teach and when.

CHECKLIST OF READING SKILLS

Experimental Edition

Note: Skills are listed roughly in order of their introduction to pupils. This is arbitrary, however, and should not be considered sacrosanct. The classification of skills is also arbitrary. This list should not be considered thoroughly definitive or exhaustive.

Word Recognition Skills:

Auditory discrimination					
Visual discrimination					
Memory of word form (configuration)					
Using picture context clues					
Using verbal context clues					
Using phonics:					
Single consonants					
Consonant digraphs					
Consonant blends					
Variant consonants					
Rhyming words					
Short vowels					
Long vowels					
Vowel diphthongs					
Vowel blends					
Double vowels					
Vowel rules					
Vowel variants					
Silent letters					
Syllabic divisions					
Accent					
Pronunciation guides					
Accurate pronunciation					
Variant spellings					
Using structural analysis					
Inflectional endings					
Compound words					
Suffixes					
Contractions					
Prefixes					
Root words					
Variant spellings					

Vocabulary Building Skills:

Building stock of visual concepts					
Building stock of verbal concepts (oral vocab.)					
Building initial sight vocabulary					
Using picture context clues					
Using verbal context clues					
Differentiating meanings of a word					
Classifying words by general category					
Gaining meaning with structural analysis					
Understanding colloq. & figurative expressions					
Understanding synonyms					

CHECKLIST OF READING SKILLS

PAGE TWO

Vocabulary (Continued)					
Understanding antonyms					
Understanding homonyms					
Understanding phononyms (homographs)					
Understanding initials and acronyms					
Classifying words by part of speech					
Understanding levels of abstraction					
Understanding relative values					
Understanding shifts of meaning					
Understanding Latin,Greek,and other derivatives					
Using dictionary skills:					
Capital and lower case letters					
Alphabetical order					
Guide words					
Syllabication					
Phonetic spelling					
Accent					
Pronunciation key					
Diacritical marks					
Foreign pronunciations					
Part of speech					
Inflected forms					
Descriptive statements					
Synonyms					
Pictures					
Examples					
Appropriate meaning for context					
Special constructions					
Restrictive labels					
Usage notes					
Word origins (etymology)					
Meanings of roots, prefixes, suffixes					
Words with more than one entry (homographs)					
Main and subordinate entries					
Finding derivations and run-ons					
Idioms					
Variant spellings of words					
Various spellings of sounds used in English					
Cross references					

CHECKLIST OF READING SKILLS ______________________________

PAGE THREE

Comprehension Skills:

Following instructions					
Classifying things and ideas					
Understanding sequence					
Comparing and contrasting					
Visualizing characters, settings, events					
Discriminating phrases, sentences, paragraphs					
Selecting the right meaning of words					
Understanding adverb and pronoun references					
Using punctuation as an aid to meaning					
Suggesting title of story					
Finding main idea of a story					
Finding part of story for specific purpose					
Making and using questions					
Distinguishing narrative from conversation					
Identifying declarative & interrogative sent.					
Finding major thought units					
Finding details to support main ideas					
Recalling information for objectives					
Recognizing relevant and irrelevant parts					
Generalizing on given information					
Identifying time and place					
Discerning literal vs. figurative					
Finding main idea of a paragraph					
Deciding on sub-titles					
Understanding maps					
Understanding diagrams					
Understanding graphs					
Understanding schedules					

Interpretation Skills:

Making inferences					
Predicting outcomes					
Drawing conclusions from ideas					
Using imagination					
Relating cause and effect					
Relating general and specific					
Classifying things					
Recognizing parts and whole					
Recognizing relative sizes					
Sensing relationships between people					
Recognizing story plots					
Analyzing character					
Identifying with story characters					
Recognizing emotional reactions					
Recognizing motives					

CHECKLIST OF READING SKILLS

PAGE FOUR

Interpretation (Continued)					
Reacting to mood					
Relating story to personal experience					
Distinguishing truth from fiction					
Distinguishing fact from opinion					
Weighing facts and opinions					
Deferring judgment on inadequate evidence					
Basing judgment on evidence					
Obtaining ideas from many sources					
Perceiving analogous situations and ideas					
Evaluating content in terms of author's purpose					
Relating past and present					
Judging validity by author and recency					
Recognizing backgrounds for points of view					
Literary Discrimination and Appreciation Skills:					
Appreciating poetry and prose					
Identifying likes and dislikes					
Experiencing emotional reactions					
Using story ideas for creative dramatics					
Using story ideas for creative art & construction					
Using story ideas for creative music and dance					
Extending reading to a variety of literature					
Appreciating literary styles					
Reacting to literary moods and tone					
Applying literary standards					
Organization Skills:					
Following directions					
Observing details					
Classifying things, ideas, words					
Associating ideas					
Understanding sequence					
Recognizing main and supporting ideas					
Recognizing patterns or plots					
Reocgnizing facts and principles					
Summarizing					
Outlining					
Taking notes					

CHECKLIST OF READING SKILLS ______________________

PAGE FIVE

Study Skills:					
Using table of contents					
Using pictures					
Determining purposes for reading					
Using a study method (such as SQ3R)					
Using variety of sources					
Using typographical aids					
Using glossary					
Using dictionary					
Using index					
Using encyclopedia and other references					
Using library					
Using bibliography					
Understanding footnotes					
Using graphic aids and symbols					
Speed Reading Skills:					
Developing left to right orientation					
Eliminating pointing and use of card					
Developing span of perception					
Eliminating regressions					
Reducing dependence on word recognition clues					
Eliminating vocalization and sub-vocalization					
Adjusting speed to purpose and material					
Skimming to locate specific parts					
Scanning for major ideas					
Scanning for supporting facts					
Oral Reading Skills:					
Understanding purpose for oral reading					
Using correct pronunciation					
Using clear enunciation					
Developing anticipation span					
Developing sense of phrasing					
Proper phrasing in poetry					
Reading with feeling					
Developing voice project and control					
Developing breath control					
Suiting expression to mood					
Selecting appropriate materials					
Using audience reaction (feed back)					
Using gestures					